



Workbook Preview



Manitoba – Dramatic Arts Curriculum

Grade 4 – Drama

Learning Area: Making		The learner develops language and practices for making drama/theatre.	
	Recursive Learnings	Pages	
DR-M1	The learner demonstrates an understanding of and a facility with a variety of dramatic forms.	22-24, 60-62, 81-88, 173-177, 180-187, 192-194, 201-202	
DR-M2	<div>Preview of 15 activities from this unit that contains 34 activities in total.</div>		10, 11-13, 135, 191,
DR-M3			6-57,
DR-M4			
DR-M5			
Learning Area: Creating		for creating drama.	
	Recursive Learnings	Pages	
DR-CR1	The learner generates ideas for creating drama using a variety of sources.	27-29, 31-34, 201-202	
DR-CR2	The learner experiments with, develops, and uses ideas for creating drama.	44-49, 51-53, 56-57, 90-92, 152-158	
DR-CR3	The learner revises, refines, and shares dramatic arts ideas and creative work.	64-72, 75-78, 159-160	

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Grade 4 – Drama

Learning Area: Connecting		The learner develops understandings about the significance of the dramatic arts by making connections to various contexts of times, places, social groups, and cultures.
	Recursive Learnings	Pages
DR-C1	The learner experiences and develops an awareness of people and practices from various times, places, social groups, and cultures.	6-9, 19-20, 27-29, 31-34, 51-53, 60-62, 64-72, 106-110, 147-149, 161-165, 173-177, 180-187
DR-C2	The learner experiences and develops an awareness of a variety of dramatic forms, styles, and traditions.	12-17, 97-103, 147-149
DR-C3	The learner demonstrates an understanding of the roles, purposes, and meanings of the dramatic arts in the lives of individuals and in communities.	95-96

Learning Area: Responding		The learner uses critical reflection to inform dramatic arts learning and to develop agency and identity.
	Recursive Learnings	Pages
DR-R1	The learner generates initial reactions to dramatic arts experiences.	18, 21, 35, 43, 93, 151, 167, 188
DR-R2	The learner observes and describes dramatic arts experiences.	25, 41-42, 145
DR-R3	The learner analyzes and interprets dramatic arts experiences.	26, 30, 40, 50, 54-55, 58-59, 73-74, 94, 121-122, 136-137, 146, 166, 171-172, 189
DR-R4	The learner constructs meaning and applies new understandings from dramatic arts experiences.	10-11, 63, 79-80, 89, 104-105, 111-112, 131, 150, 178-179, 195, 200, 203

Activity: Problem-Solving Improv Theatre

Objective

What are we learning more about?

To enhance problem-solving skills, improve communication, and stimulate creativity by improvising dialogues between two characters.

Materials

What do we need for our activity?

- ✓ Scenario cards (provided)
- ✓ Writing utensils (pens/pencils)
- ✓ A hat or bowl for drawing cards.
- ✓ Open space in the classroom or gym for acting.



Instructions

How do we complete the activity?

- 1) Preparation: Cut out the scenario cards and place them in a hat.
- 2) Divide the students into pairs. Each pair will have the opportunity to improvise.
- 3) One pair at a time, one student from the pair will draw a card from the hat or bowl.
- 4) Both students in the pair read the problem on the card and have (1 minute) how they'd like to start, and then begin their improvisation in front of the class. They will act as two characters trying to solve the problem presented on the card.
- 5) Allow each pair about 2-3 minutes to act out their improvised solution. Encourage them to be creative and think outside the box.
- 6) After the skit, the class can give a round of applause, and the next pair gets their turn.

Tips/Strategies

Follow the criteria below to complete this assignment

Criteria	Description
Listen and Respond	Pay attention to your partner's lines and react naturally, keeping the dialogue flowing and relevant to the scenario.
Offer Ideas	Offer original ideas to the dialogue that help solve the problem and keep the scene moving forward.
Use Expressive Language	Use descriptive words and phrases that help explain the problem and solve it clearly.
Stay on Topic	Keep the conversation focused on the problem at hand without getting sidetracked.
Think Creatively	Approach the problem with an open mind, considering multiple solutions or unusual ideas that show creative thinking.

Scenarios

Cut out the scenarios below and put them in a hat

The school's pet hamster has escaped!

A student has borrowed a toy and forgotten to return it.

The class's plant is wilting and needs care.

A student can't find their favourite pencil.

The class is trying to put on a play for the school assembly.

A lunchbox mix-up means two students have the same lunch bag.

The teacher's special pen has gone missing.

Students find a mystery note and try to figure out who wrote it.

A student accidentally spilled paint on another student's art project.

The class is planning a surprise birthday for a classmate.

The classroom's fish tank has a leak.

A character keeps forgetting their lines in the play.

A student finds a lost library book under their desk.

The class can't agree on a game to play during recess.

A student's science project experiment isn't working as expected.

Extension

After the performances, write dialogue between two characters trying to solve a new problem.

Character	What They Are Saying
<u>Character 1</u>	
<u>Character 2</u>	
<u>Character 1</u>	
<u>Character 2</u>	
<u>Character 1</u>	
<u>Character 2</u>	
<u>Character 1</u>	
<u>Character 2</u>	
<u>Character 1</u>	
<u>Character 2</u>	

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Listen and Respond	Listens but does not respond to partner's ideas.	Listens and sometimes responds to partner's ideas.	Listens and regularly responds to partner's ideas.	Listens actively and responds immediately and thoughtfully.
Offer Ideas	Offers few ideas.	Offers some ideas, but may be hesitant.	Regularly offers ideas that contribute to solving the problem.	Offers many creative ideas that drive the dialogue forward.
Use Expressive Language	Uses simple language with little detail.	Uses some expressive language and details.	Often uses expressive language and details.	Consistently uses expressive, vivid language and details.
Stay on Topic	Often strays off topic during the dialogue.	Sometimes stays on topic.	Usually stays on topic and focuses on the problem.	Always stays on topic and directly addresses the problem.
Think Creatively	Shows little creativity in dialogue and solutions.	Shows some creativity in dialogue and potential solutions.	Shows creative thinking in applying the problem.	Exhibits high creativity with innovative dialogue and solutions.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Role Swap Day

Objective

What are we learning more about?

To foster understanding, and creativity by placing students in unfamiliar roles and having them think and respond as if they were in that role.

Materials

What do we need for our activity?

- ✓ Various roles (clips of roles provided)
- ✓ Writing utensils (pens, pencils, etc.)
- ✓ A hat or bowl for each student
- ✓ Optional: Basic props (e.g., chef's hat, doctor's kit toys, etc.)



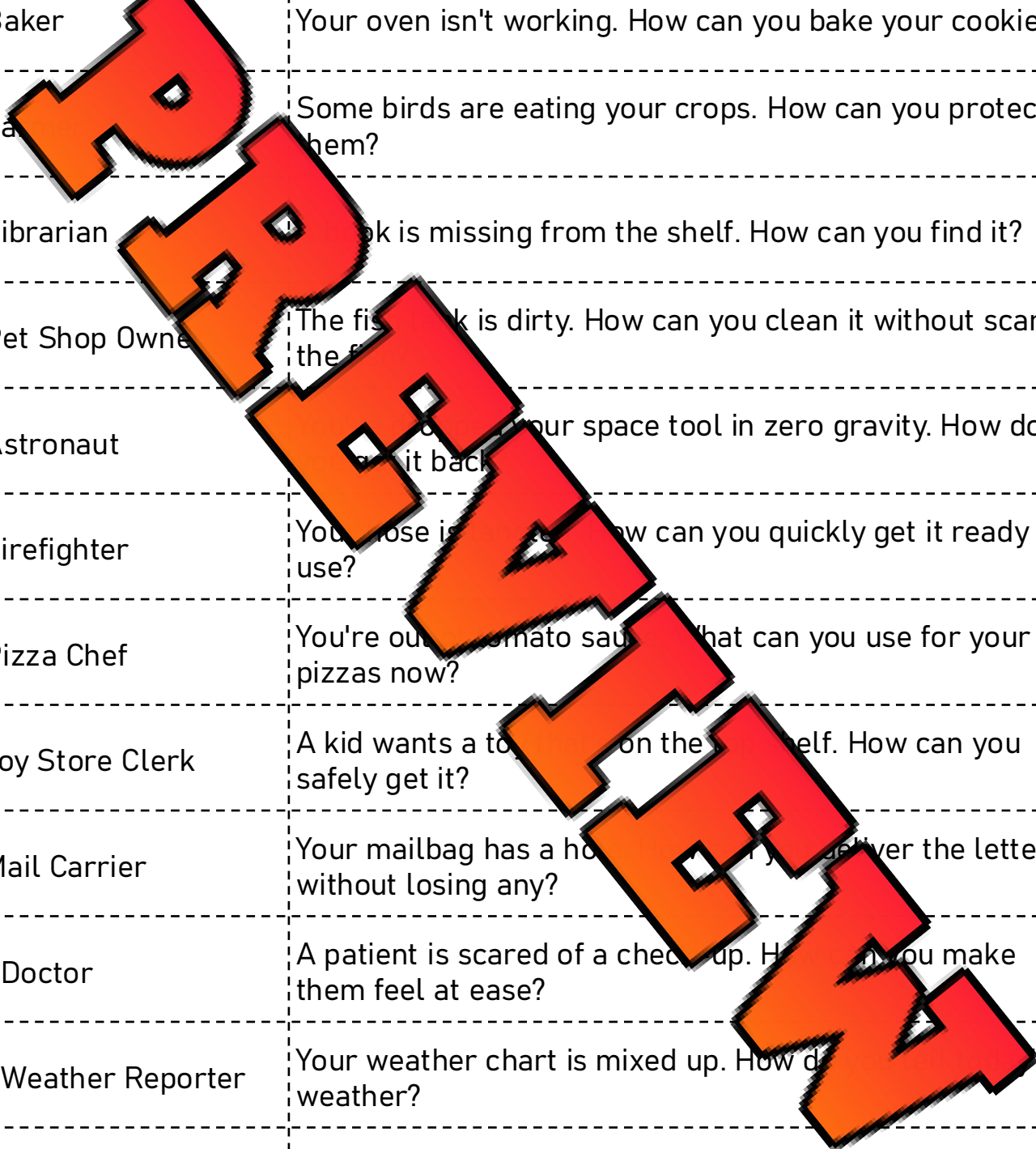
Instructions

How do we complete this activity?

- 1) Preparation: Cut out the cards on the next page. These have the roles each student will play as well as the problem they need to solve by acting as the role they select.
- 2) Arrange the classroom in a circle or semi-circle so that each student has a comfortable spot.
- 3) Pass the hat or bowl around, and let each student draw a card. Without showing their peers, they read the role they've selected.
- 4) The teacher begins by selecting a student to go first. The student reads their role and explain their problem. They should then think about the problem.
- 5) The student then responds in-role, describing what they'd do, the challenges they might face, and any other thoughts they have while considering the scenario.
- 6) This continues until every student has had a chance to respond in-role to their given scenario.

Roles

Cut out the roles/problems below

- 
- | | |
|----------------------|--|
| 1. Baker | Your oven isn't working. How can you bake your cookies? |
| 2. Farmer | Some birds are eating your crops. How can you protect them? |
| 3. Librarian | A book is missing from the shelf. How can you find it? |
| 4. Pet Shop Owner | The fish tank is dirty. How can you clean it without scaring the fish? |
| 5. Astronaut | You dropped your space tool in zero gravity. How do you get it back? |
| 6. Firefighter | Your hose is tangled. How can you quickly get it ready to use? |
| 7. Pizza Chef | You're out of tomato sauce. What can you use for your pizzas now? |
| 8. Toy Store Clerk | A kid wants a toy on the top shelf. How can you safely get it? |
| 9. Mail Carrier | Your mailbag has a hole. How can you deliver the letters without losing any? |
| 10. Doctor | A patient is scared of a check-up. How can you make them feel at ease? |
| 11. Weather Reporter | Your weather chart is mixed up. How do you fix the weather? |
| 12. Plumber | A sink is dripping water. How can you fix it? |
| 13. Pirate | Your ship has a tiny leak. How do you keep the water out? |

Roles

Cut out the roles/problems below

14. Bus Driver

There's a fallen tree on the road. How do you make sure the kids get to school safely?

15. Superhero

Your super-goggles are foggy. How can you see to save the

16. Gardener

Caterpillars are eating the plants. How can you keep them away?

17. Detective

Someone's treasure box is missing. How do you find out where it is?

18. Fisherman

Your fishing line is stuck in a tree. How can you get it free?

19. Mechanic

A bike's wheel is wobbly. How can you make it safe to ride?

20. DJ

One of your speakers is broken. How can you get everyone dancing again?

21. Zookeeper

The turtles are hiding and scared. How can you make them feel safe?

22. Painter

Your paintbrush is too big for the picture. How can you paint it?

23. Grocery Clerk

Some apples have fallen off the shelf. How can you pick them up quickly?

24. Electrician

A lamp isn't turning on. How can you make it light up?

25. Dancer

The music stopped in the middle of your dance. How do you finish your performance?

Reflection

Answer the questions below

1) How did you feel when you first saw the role you were given?

2) What challenges do you have to face?

3) How did you decide to solve the problem?

4) Do you think people in this role have problems like this? Explain.

5) Why is it important to be understanding of people in different roles?

PREPARED

Activity: "Using Sound Effects"

Objective

What are we learning more about?

To understand

Sound effects can enhance a story.

Materials

What do we need for our activity?



- ✓ A variety of instruments that can be found in a classroom (e.g., tambourines, maracas, triangles, xylophones)
- ✓ Objects that can create different sounds (e.g., sheets of paper for rustling, boxes filled with beans for rattling, crumpled paper for thunder sounds)
- ✓ A device to play pre-recorded sounds (e.g., a computer or a tablet with speakers)
- ✓ Short stories that involve sound effects

Instructions

How do we complete the activity?

- 1) Introduce the Activity: Explain to the class that they will be using sounds to change the mood in a story.
- 2) Group Assignment: Divide the class into small groups. Assign each group one of the three stories provided.
- 3) Exploration and Practice: Allow time for the groups to explore different sounds they can make with their instruments and objects. They should practice creating sounds that could represent different emotions or actions. While 3-4 students play characters in the story, 1-2 could create sound effects.
- 4) Planning the Soundscape: Each group should decide at what point in their part of the story they will add sound effects or music to enhance the mood.
- 5) Performance: Have each group perform their part of the story with the sound effects and music they planned. The rest of the class should be the audience.
- 6) Whole Class Discussion: After each performance, discuss as a class how the sound effects changed the mood of the story.

The Great Cake Rescue

In the small town of Willowbrook, four friends—Alex, Sam, Lily, and Ben—decided to bake a cake for their teacher's birthday. They gathered in Alex's kitchen to contribute.

Alex, who was holding the recipe, said, "First, we need to mix the flour and sugar." They poured the ingredients into a big bowl (swish a plastic bag for the sound of mixing).

Suddenly, Sam, who was a bit clumsy, accidentally knocked the bowl off the table. "Oh no!" he exclaimed. The bowl hit the ground (clap hands for the crash).

"Don't worry," Lily said calmly. "We can start again!" They quickly cleaned up the mess and continued.

Next, it was time to add eggs. Ben, trying to be extra careful, cracked an egg, but it slipped and splattered on the floor (snap fingers for the egg crack and a squishy sound for the splatter).

The friends laughed and cleaned up again. Finally, the batter mix was ready. They poured it into the pan and set the timer (ring a small bell for the oven timer).

While the cake baked, they made a birthday card, using a piece of paper together (rustling paper for cutting and pasting).

At last, the oven timer rang, and the cake was done. They rang the bell out (ring the bell again), decorated it, and proudly carried it to the teacher's next day.

Their teacher was so surprised and delighted. "Thank you, everyone! What a wonderful cake!" she exclaimed as the friends smiled at each other, proud of their teamwork and the great cake rescue.

The Pirate's Lost Treasure

Captain Ruby and her crew of three fearless pirates—Matey Jack, Scout Lily, and Navigator Ben—were sailing the vast ocean in search of the legendary Sunk Treasure. The wind howled through the sails (whistle to mimic the wind), and the wooden ship creaked (creak a piece of stiff paper or cardboard).

As they reached the mark on the old, crinkled map, Captain Ruby announced, "We're here! Prepare to dive!" Matey Jack, always eager, jumped up and down with excitement (jump on the floor for jumping).

Scout Lily, equipped with a telescope, peered into the water. "I see something shiny!" she shouted (click fingers to mimic telescope adjusting). Navigator Ben took the wheel to steady the ship and move closer (swirl a small object for steering).

Captain Ruby and Matey Jack lowered the boat into the water with a splash (pat hands against thighs for the splash), rowed to the spot (slap knees rhythmically to sound like rowing), and prepared to dive.

Diving under, they saw the glint of gold. They reached for the treasure chest and, with a great effort, lifted it (grunt softly to show effort). Back up to the surface, they opened the chest (snap a twig or a cracker for opening), revealing sparkling jewels and gold coins.

"Arrr, we've found it!" cheered Captain Ruby. The crew celebrated with high fives (clap hands for high fives), and they set sail back to their home, their boat heavy with treasure and hearts light with joy.

The Night of the Meteor Shower

One clear night, Mia, Jake, and their friends Ellie and Lucas decided to camp out in Mia's backyard to watch a meteor shower. They set up their tent with a gentle rustle (the crinkling aluminum foil for the sound of the tent).

As night fell, the kids gathered around a small campfire. They roasted marshmallows and sipped hot chocolate. The crackling fire provided a cozy backdrop (snap fingers lightly for the crackling fire).

Suddenly, Mia pointed to the sky and said, "Look! The first meteor!" she exclaimed. The kids watched in awe as a streak of light crossed the sky (whistle softly to mimic the shooting stars).

Ellie, always curious about the universe, said, "I read that meteors are like space rocks burning up when they hit our atmosphere!" Lucas, who loved drawing, sketched the bright trails in his notebook (tap a pencil on paper to simulate sketching).

The meteors seemed to dance across the sky, creating a dazzling display. Jake, who had brought his camera, tried to capture the moment (tap a button for the camera shutter).

As the night deepened, the frequency of meteors increased. The kids gasped and aahed with each brilliant streak (clap hands softly for the gasps and aahs).

Finally, as the sky began to lighten with the dawn, the friends packed up their gear (rustle aluminum foil again). They left the campsite with tired eyes but full hearts, promising to make meteor-watching an annual tradition.

The Mysterious Forest Music Festival

In the heart of a whispering forest, friends Sarah, Leo, Emily, and Max discovered an old, abandoned amphitheatre. The leaves rustled in the gentle breeze (rustle a sheet of paper for the sound).

Curious, Leo suggested, "Let's have our own music festival here!" The friends agreed with excitement and began to gather sticks and stones to make their instruments. Leo tapped sticks together (click two pencils together for the stick tapping), while Emily filled a small box with pebbles and shook it (shake a small box with beads for the pebble sound).

As the sun began to set, they decorated the stage with wildflowers and lanterns. Sarah hummed a tune while Leo sang (hum a simple melody).

The festival began with Leo playing the tapping rhythm filled the air (repeat the pencil tapping). Emily joined in with her pebble shaker, adding a soft rattle to the melody (continue shaking the beads).

Sarah then took the makeshift stage, singing a song about the magic of the forest. Her voice was clear and sweet (continue humming the melody louder).

Max, not to be outdone, found an old, hollow log and thumped on it like a drum (thump on a cushion or pillow for the drum sound).

As they played, animals of the forest crept near. Owls hooted (hoot like an owl), and a gentle wind carried their music through the trees (whisper softly to mimic the wind).

Their music festival was a hit, not just among themselves, but with all the creatures of the forest. As the night grew darker, they felt proud and happy, surrounded by the music and the magical forest.

The Lost Kite Festival

In the vibrant town of Maple Ridge, a group of friends—Tommy, Zoe, Alisha, and Raj—gathered for the annual kite festival. The sun was shining bright, and the breeze was perfect for flying kites (whoosh gently to mimic the wind).

As they arrived at the festival, they were amazed by the colourful kites fluttering in the sky. Tommy's kite was a bright red dragon, Zoe had a blue butterfly, Alisha had a yellow star, and Raj had a green bird. They all prepared to launch their kites together (flap a sheet of paper for the sound of the kites fluttering).

Just as they were about to launch, a sudden gust of wind swept through, stronger than the rest (whoosh harder to mimic a strong wind). Tommy's kite string slipped from his hands, and the red dragon kite soared away, higher and higher, until it was a speck in the sky.

"Oh no! My kite!" Tommy exclaimed. But with a quick thought, the friends decided to chase after it. They ran through fields, jumped over small streams (pat legs for running and splash water for stream jumps).

Their adventure led them through a small forest where the trees whispered secrets (rustle leaves or paper for whispering). Suddenly, Zoe spotted the kite caught in a distant tree.

Working together, they crafted a plan. Raj and Alisha climbed high up, while Zoe guided him to carefully untangle the kite (creak paper for the tree branches).

With teamwork and a bit of adventure, they retrieved the kite and returned to the festival just in time to enjoy the last few flights. The crowd cheered as they saw the red dragon fly again (clap hands for cheering).

Their kite rescue turned into a memorable part of the festival, and they celebrated with laughter and shared stories of their mini adventure.

Reflect

Describe your experience of this activity below (favourite/least favourite parts, sound effects you enjoyed, teamwork, whether you believed the sound effects improved the performance, etc).

PREPARED

Activity: Medieval Times Role-Play

Objective What are we learning more about?

To introduce the hierarchical structure of medieval society through a role-play activity, enabling them to understand the responsibilities, and daily lives of peasants, barons, and knights. This exercise aims to develop empathy, understanding, and character portrayal skills.



Materials What do we need for our activity?

- ✓ Costume pieces (e.g., tunics, caps, hats) to represent different roles
- ✓ Props to symbolize roles (e.g., sword for knights, simple cloth bags for peasants, scrolls or seals for barons)
- ✓ Background information cards about each role
- ✓ A designated "village" area in the playground
- ✓ Medieval music (optional) for atmosphere

Instructions How do we complete the activity?

- 1) **Introduction:** Briefly explain the concept of a hierarchy in medieval times, highlighting the roles of peasants, barons, and knights.
- 2) **Role Assignment:** Assign roles to students at random. Ensure a mix of peasants, barons, and knights. Distribute background information cards to each role.
- 3) **Costume and Prop Setup:** Allow students to choose costumes and props that correspond with their assigned roles. Encourage creativity in their character portrayal.
- 4) **Role-Play Begins:** In the designated "village" area, students interact with one another, staying in character. They discuss their daily lives, challenges, and duties pertinent to their societal role. Encourage barons and knights to interact with peasants and vice versa.
- 5) **Reflection and Discussion:** After the role-play session, gather students for a reflection session. Play medieval music in the background to maintain the atmosphere, if desired.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Learn About Your Character	So you can act like your character really would back in medieval times. This helps everyone get into the story.
Stay in Character	Keep acting like your character the whole time. This makes the play more fun and real.
Use Your Costume and Props	Costume and props help show who you are. They make the play look amazing and help you feel more like your character.
Talk and Work Together	In medieval times, people had to work together just like we do. Knowing how to work with others makes our village come to life.
Reflection	After the play, think about how your performance went. Answer the reflection questions and think about how you thought to improve your acting skills.

Planning

Answer the questions below.

1) If you could choose, would you prefer to be a lord, a baron, or a knight? Why does that role interest you?

2) What ideas do you have for making our classroom look like a medieval village or castle?

3) How do you think your character would talk or act? Can you think of something they might say or do?

Information Cards

Distribute these cards to their respective roles.

Role	Description
Peasant	What You Do: Peasants are like farmers. You grow food and take care of animals. Your home is very simple, made of wood and straw.
	Your Job: Your big job is to work on the farm. You also give some food to the landowner as a way of saying thank you for letting you live there.
	What You Wear: Simple clothes like tunics (like a long shirt) for boys and dresses for girls, made from scratchy fabric.
Baron	Fun Fact: Even though you work a lot, you still have fun parties, especially at harvest time when all the crops.
	What You Do: Barons are the bosses of big pieces of land. They live in big houses and have lots of people, including peasants.
	Your Jobs: You keep everyone safe, make sure things are peaceful, and help the king or queen. You also make sure the peasants give you some of their food as tax.
Knight	What You Wear: Fancy clothes made from soft and shiny fabrics. You might wear a cloak and carry a sword when you dress up.
	Fun Fact: Barons throw big parties and competitions to show off and have a good time.
	What You Do: Knights are brave warriors who protect everyone. You've practiced a lot to be really good at fighting. Knights also go to tournaments to show off their skills.
Knight	Your Jobs: You have to keep everyone safe, fight bad guys, and sometimes take care of land.
	What You Wear: You usually wear armour to protect yourself. But when you're not fighting, you wear simple tunics and hose.
	Fun Fact: Knights follow special rules about being brave, kind, and always ready to help others, especially those who need it the most.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Learn About Your Role	Knows a little about role.	Knows a little.	Knows and shares a few facts.	Knows a lot and shares many facts.
Stay in Character	Sometimes in character.	Sometimes in character.	Mostly stays in character.	Always in character.
Use Costume and Props	Does not use costume or props.	Uses them a little.	Uses them well sometimes.	Always uses them perfectly.
Talk and Work Together	Hard to work with others in role.	Works with others in role.	Tries to work in role.	Works well in role with everyone.
Reflection Questions	No thought in answers.	Some thought in answers.	Thinks about how they did in role.	Thinks about how they did and how they could improve.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Reflection

Answer the questions below.

1) Which character were you, and what was your favourite part about being that character?

2) Did you find it difficult to act like your character the whole time? What made it difficult?

3) Did you enjoy working with your class if you were in a real medieval village? How did it make you feel?

4) Share something cool or surprising you found out while preparing for the role-play.

PREPARED

Activity: Ancient Problem Solvers

Objective What are we learning more about?

To help students work together in small groups to creatively solve community problems from ancient societies, using improvisation. This activity aims to enhance communication, improvisation skills, and understanding of how communities might have handled issues in the past.

Materials What do we need for our activity?

- ✓ Cards with different ancient societies and community problems (e.g., a society facing a drought)
- ✓ Simple costumes or props representing different ancient societies
- ✓ A "problem bowl" to draw scenarios from



Instructions How do we complete this activity?

- 1) **Introduction:** Explain the concept of improvisation and discuss how communities work together to solve problems. Introduce examples of ancient societies and common challenges they faced.
- 2) **Group Formation:** Divide the class into small groups of 3-4 students.
- 3) **Problem Selection:** Each group draws a card from the "problem bowl" that describes their ancient society and the community problem they need to solve.
- 4) **Preparation:** Give students time to discuss their society, challenge, roles, and brainstorm possible solutions to their problem. They can use simple costumes or props to help get into character. To keep the activity from not giving students enough time to plan what they will say, limit the time to only enough time to determine roles and general direction.
- 5) **Improvisation Time:** Groups take turns presenting their scenario and improvised solution in front of the class. Encourage them to use their bodies and voices to embody their characters and story fully.
- 6) **Improvisation Reflections:** After the activity, lead a discussion in which students discuss what surprised them, what challenges they faced, and how they solved problems on the spot.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Understand Society	Know some facts about the society you are representing and the problem it faces.
Collaborate with Teammates	Work together with your group to think of a solution. Share your ideas!
Use Props Effectively	Use props that help show who your character is and what the problem is.
Stay in Character	Act like your character would—think about how they stand, walk, and talk.
Communicate Solutions Clearly	Explain your group's solution to the class so everyone understands what you would do.

Planning

Answer the questions below.

1) What are some ways you think your society could solve this problem? Can you think of any tools or methods they might have used?

2) How do you think people in your ancient society might act or feel? How did they act when faced with big problems?

3) How will you work together with your friends in the group to come up with a great solution?

Cards

Cut out the scenes below and put them in a bowl.

Ancient Society	Community Problem
Egyptian Society	A long drought is drying up the Nile River.
Greek Society	Fishing has left little seafood for the village.
Roman Society	The main road used for trade has been destroyed by an earthquake.
Mesopotamian Society	The weather has flooded and ruined the crops.
Mayan Society	A sudden frost is affecting all the cocoa plants.
Norse Society	A very cold winter is threatening the village's survival.
Incan Society	The mountain paths are blocked by a rockslide.
Aztec Society	The large lake that supplies water has dried up.
Indus Valley Society	Wells are running dry, and water is scarce.
Chinese Society	Locusts are threatening the harvest of rice.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Understand Your Culture about Your Facts.		Knows basic facts.	Understands facts well.	Deeply understands society and problem.
Collaborate with Teammates		Shares some ideas.	Often shares and listens.	Always collaborates effectively.
Use Props Effectively	Uses incorrect props incoherently.	Uses props incoherently.	Uses props appropriately.	Uses props creatively and effectively.
Stay in Character	Often out of character.	Sometimes in character.	Usually in character.	Always stays in character.
Communicate Solutions Clearly	Solution unclear.	Explains solution simply.	Clearly communicates solution.	Communicates solution with detail and clarity.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Activity: Drama Remix

Objective

What are we learning more about?

Students will learn how to revise and refine their dramatic ideas by working collaboratively to create a short scene, making improvements through feedback, and sharing their refined work with the class — while adding a fun twist with a random challenge to enhance creativity.

Materials

What do we need for our activity?

- ✓ Paper and pen/pencil
- ✓ A simple prop (e.g., a book)
- ✓ Chairs arranged in a circle (for performance area)
- ✓ “Twist Challenge” cards



Instructions

How do we complete the activity?

- 1) Introduction:** Discuss the importance of revising and refining creative work. Explain that sometimes adding a bit of randomness can inspire fresh ideas and force us to think creatively.
- 2) Group Scene Creation:** Divide students into small groups of 4-5. Give each group a simple theme (e.g., a birthday party, a mystery) and give them some time to brainstorm and create a scene. Have them perform the rough draft of their scene to the class.
- 3) Twist Challenge Draw:** each group draws a “Twist Challenge” card from a hat or bowl. The twist must be incorporated into their scene during the revision process. For example (“One character must use a funny voice as to be sung instead of spoken.”)
- 4) Feedback:** The teacher and 2 or 3 volunteer students will give feedback to help the group refine their scene. The group then revises their performance, including both the feedback and the twist challenge. Encourage them to find creative ways to blend the twist into the scene without losing its original meaning.
- 5) Sharing the Refined Scene with Twist:** Groups will present their revised scenes, showing how they've incorporated the feedback, improvements, and the twist.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Participate in group discussions	Share ideas and listen to group members when brainstorming the scene and working on discussions.
Use Feedback	Accept at least one suggestion from classmates or the teacher to improve the performance.
Add the Twist	Make sure the twist in the scene is included in the revised scene in a creative and fun way.
Improve Clarity	Ensure your scene makes sense and that each character's role is clear after the first performance.
Perform Clearly	Speak loudly, use expressive movements, and stay in character during the final performance.

Themes

Create simple scenes for the drama themes below.

A group of friends searches for a hidden treasure using clues and teamwork.

A strange box appears in a room, and everyone is curious about what's inside.

A surprise party is being planned, but things don't go exactly as expected.

Characters accidentally travel to a different time and try to find their way back to the present.

Zookeepers and animals interact in unusual ways during a busy day at the zoo.

A potion gives characters strange abilities, leading to hilarious or challenging situations.

A group of kids explores a spooky house and encounters mysterious events.

Astronauts land on an alien planet and discover something extraordinary.

Chefs compete in a cooking show, but unexpected challenges arise during the competition.

Students prepare for a talent show, but nerves, mix-ups, and surprises occur on the big night.

Twists

Incorporate these twists creatively to your revised scenes.

One or more characters must speak with a silly or exaggerated accent throughout the scene.

At a random moment, all characters must freeze in place for 5 seconds before continuing the scene.

Characters must perform a funny or unexpected dance move at least once during the scene.

Every line of dialogue must be written in rhyme, adding a poetic twist to the scene.

One character must make sound effects to accompany each action in the scene.

Halfway through the scene, characters must quickly swap roles with each other.

For 10 seconds, all characters must move in slow motion, then return to normal speed.

One character must sing a line instead of speaking it, adding a musical element to the scene.

Characters must react with exaggerated emotions (e.g., extreme joy, sadness, or anger) at least once.

A random prop (e.g., a book, hat, or shoe) must be used in the scene in a surprising way.

Self-Assessment Checklist

Assess your performance based on the criteria below.

Criteria	✓	X
I actively participated in my group.		
I listened to my classmates' ideas.		
I used feedback to improve our scene.		
Our group successfully added a twist.		
I spoke clearly and used expressive gestures.		
Our group worked well together.		
I stayed in character throughout performance.		
We made improvements to our scene after feedback.		

Strengths and Weaknesses

What did you do well? What do you do better?

Strengths	<hr/> <hr/> <hr/> <hr/> <hr/>
Weaknesses	<hr/> <hr/> <hr/> <hr/> <hr/>

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Participate	Did not share ideas or listen to others.	Shared a few ideas but didn't listen well.	Shared ideas and listened to the group.	Actively shared ideas and listened well.
Use Feedback	Did not use feedback.	Used some feedback but not clearly.	Used feedback to improve part of the scene.	Used feedback to improve the whole scene.
Add the Twist	Twist was added but not clearly.	Twist was added but not clearly.	Twist was added in a creative way.	Twist was added in a fun and creative way.
Improve Clarity	Scene was unclear and hard to follow.	Scene was mostly clear with some improvements.	Scene was mostly clear with some improvements.	Scene was clear and well improved.
Perform Clearly	Spoke quietly, with little expression.	Spoke softly, with little expression.	Spoke clearly, with good expression.	Spoke loudly and clearly, with excellent expression.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

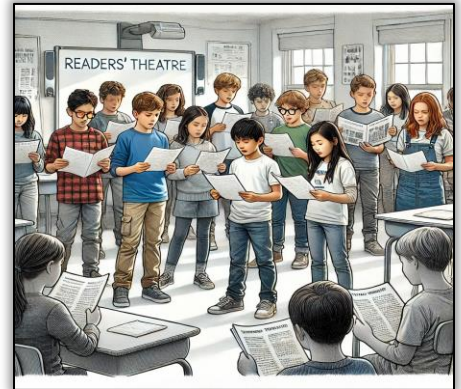
Activity: Expressive Readers!

Objective What are we learning more about?

Students will be reading a script out loud and learn to communicate effectively using clear and clear diction from a prepared script. This activity will help build confidence, reading fluency, and teamwork skills.

Materials What do we need for our activity?

- ✓ Short, age-appropriate script (one per group)
- ✓ Highlighters or markers (for highlighting their parts)
- ✓ Chairs arranged in a circle (for performance area)



Instructions How do we complete this activity?

- 1) **Introduction:** Start by explaining what Readers' Theatre is—a style of theatre where actors do not need to memorize their lines but instead read from a script. Emphasize the importance of using tone, expression, and body language to bring the script to life.
- 2) **Script Distribution and Reading:** Divide the class into small groups and give them a short, fun script. Ensure that the script has enough parts for each student to participate. Students should read the script quietly to themselves first to become familiar with the story.
- 3) **Practice Reading:** Students will divide the parts/characters among themselves and practice reading the story together. Encourage them to focus on clear pronunciation, varying their tone of voice to show emotion, and using expressions to bring their characters to life.
- 4) **Readers' Theatre Performance:** Each group will take turns performing their script for the rest of the class. Encourage students to project their voices and maintain eye contact with the audience.
- 5) **Wrap-Up Discussion:** After all the performances, hold a class discussion about the activity. Ask students to share what they enjoyed, what they found challenging, and what they learned from reading and performing their scripts.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Clear Reading	Read their lines clearly and loudly enough for everyone to hear.
Expression and Emotion	Use appropriate tones and emotions in their voice to match the characters they are portraying.
Engagement with the Script	Follow along in the script and know when it's their turn to speak without missing a cue.
Body Language and Gestures	Use appropriate body movements and facial expressions to enhance their characters.
Teamwork and Cooperation	Work well with their group, helping each other understand and practice their lines and supporting each performance.

Script

Present the script below in a Readers' Theatre

Script 1: "Lost Puppy"

Character

Dialogue

Narrator

One day, a little puppy named Max went missing in a village.

Mom

(worried) Max! Max! Where are you, Max?

Dad

(calm) Don't worry, everyone. Let's check the park and around the village.

Kid 1

(excited) I think I saw paw prints going this way!

Kid 2

(pointing) A collar over there near the bushes!

Narrator

The family followed the prints and finally found Max playing under a tree.

Mom

(relieved) Oh, Max, I'm so happy to see you!

Dad

(smiling) Next time, we'll make sure you're closer to us.

Kid 1

(happy) Look, Max is wagging his tail to see us too.

Kid 2

(laughing) I think he was just having a little adventure on his own!

Narrator

And so, the family was reunited with Max, and they all went home happily together.

Script

Present the script below in a Readers' Theatre

Script 2: "At the Beach"

Character

Dialogue

Narrator

It's a sunny day, perfect for a trip to the beach with

Jane

(excited) Look at the waves! They're so big today! Let's swim!

Tim

(fervent) I'll stay here and build a sandcastle. The waves are too strong for me.

Friend 1

(cheerful) Don't worry, Tim! The water is safe, and the lifeguard is nearby.

Friend 2

(encouraging) If you swim if you want. It's not as scary as you're making it out to be.

Narrator

The friends decided to build a giant sandcastle together first.

Jane

(laughing) Look, our sandcastle is the biggest on the beach!

Tim

(proud) And we built it together! That's better than anyone. This is fun!

Friend 1

(smiling) Teamwork makes every effort count. Let's relax at the beach!

Friend 2

(excited) Let's take a picture with our sandcastle before we go swim!

Narrator

And so, they had a great day, building sandcastles and swimming in the sea.

Script

Present the script below in a Readers' Theatre

Script 3: "The Supermarket Adventure"

Character

Dialogue

Narrator

Alex, and their friends went to the supermarket to buy snacks for a movie night.

Jenny

(excited) We need chips, popcorn, and candy! What else should we get?

Alex

(excited) Let's get some soda too! We want the perfect movie night.

Friend 1

(laughing) Don't forget the cookies! We can't watch a movie without cookies!

Friend 2

(curious) Do we have enough money for all this?

Narrator

They gathered all the snacks and headed to the checkout.

Cashier

(smiling) Looks like you kids are having a fun night. Do you need help with anything?

Jenny

(grateful) No, thank you! I think we have everything we need.

Alex

(sudden realization) Oh no! I forgot to pay! Can anyone cover me?

Friend 1

(laughing) Don't worry, Alex. I've got you covered. That's what friends are for!

Narrator

They paid for their snacks and went home, ready for an exciting movie night.

Script

Present the script below in a Readers' Theatre

Script 4: "The Birthday Surprise"

Character

Dialogue

Narrator

It was Lily's birthday, and her friends were planning a surprise for her.

Max

(whispering) Okay, everyone, she's almost here. Let's get ready!

Emma

(excited) Look at the balloons and the cake. Are we ready?

Ben

(nervously) Shh! She's coming! Quick, behind the couch!

Lily

(walking in, surprised) What's all this? Why is it so quiet?

Narrator

Suddenly, her friends jumped out from their hiding spots.

All Friends

(cheering) Surprise! Happy Birthday, Lily!

Max

(smiling) We wanted to give you a special with a big surprise!

Emma

(grinning) And don't forget the cake in your favorite flavor!

Ben

(happy) We hope you love your surprise!

Lily

(smiling, touched) Thank you, everyone! This is the best birthday ever!

Narrator

And Lily and her friends celebrated with cake, laughter, and lots of fun.

Script

Present the script below in a Readers' Theatre

Script 5: "The Mystery of the Missing Lunch"

Character

Dialogue

Narrator

During lunchtime at school, a mysterious event occurred—their friend Sam's lunch went missing!

Sam

(frustrated) My lunch is gone! I put it right here, but now it's missing!

Jamie

(concerned) Sorry, Sam. We'll help you find it. Let's look around the cafeteria.

Taylor

(thinking) Maybe someone accidentally took it. Let's ask around the playground.

Riley

(excited) Look! A trail of crumbs leading to the playground. Let's follow!

Narrator

The friends follow a trail of crumbs outside.

Jamie

(pointing) There! I see a sandwich. Could it be Sam's?

Taylor

(laughing) I think that squirrel stole your sandwich, Sam!

Sam

(relieved) Oh, that's funny! I guess that's what the squirrel did today.

Riley

(grinning) Mystery solved! And the squirrel got a tasty lunch too.

Narrator

Everyone laughed and decided to share their lunches, turning the mystery into a fun lunchtime story.

Script

Present the script below in a Readers' Theatre

Script 6: "The Great Talent Show"

Character

Dialogue

Narrator

The school was buzzing with excitement because it was time for the annual talent show!

Ava

(nervous) I'm so scared! What if I forget my dance moves on stage?

Liam

(supportive) Don't worry, Ava. You've practiced so much. You'll be great!

Sophia

(excited) I can't wait to sing my song! I've been practicing every day.

Noah

(confident) I'm going to do some magic tricks. Want to see a preview?

Ella

(smiling) I'm so happy to be here and watch everyone's talents. It's going to be so fun!

Narrator

The curtain opened and the show began with Ava's dance.

Ava

(dancing, relieved) I did it! I remembered all the steps!

Sophia

(clapping) You were amazing, Ava! Now it's my turn to sing. Wish me luck!

Liam

(cheering) Break a leg, Sophia! You're fantastic!

Noah

(whispering) And after Sophia, I'll wow them with my magic!

Narrator

The talent show was a huge success, filled with cheers, laughter, and lots of fun.

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clear	Speech is too quiet or too loud.	Speech is sometimes clear but often too quiet.	Speech is mostly clear and loud enough.	Speech is clear and loud throughout.
Expression and Emotion		Shows limited expression or emotion.	Shows some expression and emotion but not always.	Uses strong expression and emotion consistently.
Engagement with the Script	Often loses place or misses cues.	Sometimes loses place or misses cues.	Follows script well with few mistakes.	Follows script perfectly without missing cues.
Body Language and Gestures	No use of body language or gestures.	Uses body language and gestures.	Uses some body language and gestures effectively.	Uses body language and gestures very effectively.
Teamwork and Cooperation	Does not work well with the group.	Works with group but has some difficulties.	Works well with group most of the time.	Works very well with the group and helps others.

Teacher Comments - What Did They Do Well?

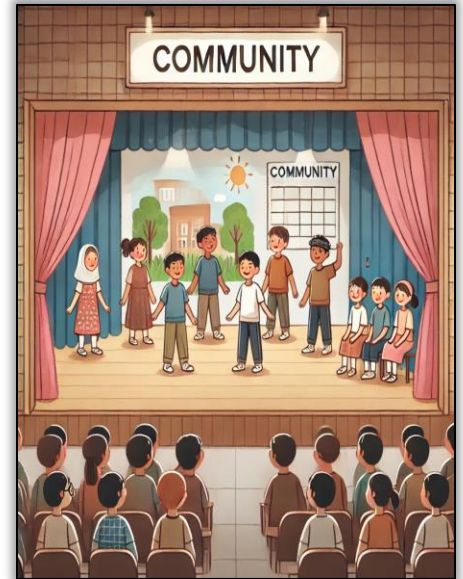
Mark

Student Comments - What Could You Do Better?

Discovering Drama: How It Shapes Our Lives

What Is Drama?

Drama is a form of art that helps people express themselves. It involves acting in a play, telling a story, or using music and dance to share ideas. Drama has been used for centuries to entertain, teach, and bring people together. People use drama to show their emotions and tell about things that matter to them.



Why Drama is Important to the Community

In many communities, drama is a way for people to connect with each other. Through plays and performances, people can learn about their history and culture. Drama can also be used to teach important lessons or share messages. For example, some plays show people how to work together or how to solve problems.

The Purposes of Drama

Here are some reasons why people use drama:

- To entertain and make people laugh or cry.
- To teach lessons and share messages.
- To celebrate important events, like festivals or holidays.
- To help people understand different cultures and ideas.

Drama is not just for fun. It helps people express their feelings, connect with others, and learn important things.

True or False

Is the statement true or false?

1) Drama has only been used for entertainment.	True	False
2) Communities use drama to learn about history.	True	False
3) People celebrate holidays through drama.	True	False
4) Drama helps people express their emotions.	True	False
5) Drama helps people connect with different cultures.	True	False

Word Scramble Scramble the letters to find the words in the word bank

Word Scramble and The Words Below		
Drama	EX	Emotions
Community	Entert	Laugh
Culture	Per	Teamwork

noitome	er	
ytinummoc		
mrofreq	sserpex	

Questions

Answer the questions below

1) What is drama?

2) Why is drama important to communities?

Activity: From Classroom to Curtain

Objective What are we learning more about?

To help students explore and understand the differences and similarities between participating in a classroom drama activity and watching a theatre production, emphasizing the role of storytelling in both forms.



Materials What do we need for our activity?

- ✓ Copies of a simple script (could be a known fable or an original story)
- ✓ Props and costumes (can be easily sourced from home or the classroom)
- ✓ A video of a professional theatre production (a short play or scene)
- ✓ Notebooks or paper for students to take observations
- ✓ A designated space in the classroom for a performance

Instructions How do we complete the activity?

- 1) Introduction and Viewing:** Start with a discussion about what students know about theatre productions. Show a video of a professional theatre performance. Ask students to pay attention to details like set design, costumes, and audience reaction.
- 2) Script Reading and Role Assignment:** Form groups and distribute scripts. Let students volunteer for roles they are interested in. Assign the remaining roles. Briefly discuss the script's story and characters including names and ages.
- 3) Rehearsal:** Give students time to rehearse their roles in the designated space. Focus on delivering lines, using props, and moving around the stage. Encourage them to think about how they are telling the story through their actions.
- 4) Performance:** Have the students perform their rehearsed scene in front of their classmates, simulating a small theatre production. Ensure they use the props and costumes they've prepared.
- 5) Comparison Discussion:** After the performance, lead a discussion comparing the classroom activity to the professional production they watched. Focus on aspects like storytelling, audience connection, and the use of technical elements (light, sound).

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Role Part	Act out your character in our class play and describe what actors do on a big stage.
Per V g	Share how it feels to be in our play versus watching a play at a theatre.
Storytelling Method	Describe how we tell our story in class and how stories are told in a big theatre.
Audience Connection	Explain how you feel performing in front of classmates versus how you might feel in front of a big audience.
Use of Props and Scenery	Describe props you used in our classroom drama and the props you saw in the theatre clip.

Planning

Answer the questions below.

1) After watching the professional performance, what effects can your class use to make your performance look more professional?

2) Which character do you want to act out? What non-verbal actions can you do with your body to act more like your character?

3) What lighting and sound effects can you add to your performance?

Scripts

Hand out the scripts below to the groups.

Character	Lines
Narrator	Come to the grand adventure of the Lost Treasure of Pirate Cove! Your brave crew will discover something truly amazing!
Captain Redbeard	The old map speaks of treasure buried right here on this very spot. Who's with me to find it?
Polly Parrot	Treasure! Polly wants treasure! Squawk!
First Mate Finley	Aye, Captain! Got me shovel ready to dig for gold and jewels!
Sailor Sam	I'm ready, Captain! What does the map say?
Captain Redbeard	It says, 'Walk ten paces from the old palm tree to the north, then sing a pirate song.'
Polly Parrot	A pirate song! A pirate song! Squawk!
Sailor Sam	(Singing) Yo-ho-ho, we're pirates!
Mermaid Marina	(Appearing suddenly) Oh, pirates! The treasure you seek, solve my riddle, do not peek!
First Mate Finley	A riddle? We're good at riddles. What is it, Mermaid Marina?
Mermaid Marina	'I have keys but open no lock, with many rooms and you can enter, but you can't go outside.' What is it?
Sailor Sam	Oh, I know! A keyboard! Are we right?
Mermaid Marina	Correct you are, the treasure is yours, as long as you share it.
Captain Redbeard	Hooray! Thank ye, Mermaid Marina! Crew, let's dig for treasure and share it fair and square!
Polly Parrot	Squawk! Fair and square! Fair and square!
Narrator	And so the crew found the treasure, thanks to their cleverness and teamwork. They celebrated with a pirate feast and sang songs until the moon shone brightly over Pirate Cove. The end.

Scripts

Hand out the scripts below to the groups.

Character	Lines
Narrator	His tale is about five friends from the Enchanted Forest on a quest to find the magical Rainbow Flower!
Sparkle the Fairy	My dear friends! Today we search for the Rainbow Flower. It's said to bloom only once every hundred years!
Blinky the Elf	Let's grab some snacks! We might get hungry on this grand adventure!
Glimmer the Unicorn	Let me light our path with my glowing horn. Let us trot to the Whispering Willow.
Wise Owl	Hoo-hoo! Remember, the Rainbow Flower is not just a sight to behold, but holds a great lesson of kindness.
Hoppy the Rabbit	Kindness is my favourite! I'm ready to hop into action! Where do we start?
Sparkle the Fairy	We start by crossing the Crystal Brook! Follow me!
Blinky the Elf	Look, there's a bridge! It has a riddle on the gate. It says, 'I'm light as a feather, but even the world's strongest creature couldn't hold me for long. What am I?'
Glimmer the Unicorn	Hmm, that's a tricky one. Let's think together.
Wise Owl	Hoo-hoo! I believe I know. The answer is 'Breath'.
Hoppy the Rabbit	Yes! You breathe in, you breathe out. You can't hold your breath forever! Let's tell the gate!
Narrator	The bridge gate swung open, and the friends crossed with laughing and feeling proud.
Sparkle the Fairy	There it is! The Rainbow Flower, just across the Crystal Brook.
Blinky the Elf	It's beautiful! Look how it sparkles with all the colours of the rainbow!
Glimmer the Unicorn	And look! The flower is surrounded by stones with words: 'Share', 'Care', 'Friend', and 'Love'.
Wise Owl	Ah, the magic of the Rainbow Flower reminds us to always be kind and to share love with the world.

Scripts

Hand out the scripts below to the groups.

Character	Lines
Narrator	In the heart of the Whispering Woods, five friends discover a map leading to the secret Sunstone. Let's join them on their adventure!
Lily the Leader	Look! I found! A map to the secret Sunstone! It's said to give light even in the darkest night!
Chester the Cheetah	Let's go and scout ahead. Let's find this Sunstone together!
Bea the Bee	Buzz-buzz! I can fly high and look for clues. Lead the way, Lily!
Oliver the Owl	Hoot-hoot! I can read this old map. Follow me, friends.
Greta the Gecko	I'm small and can slip into places you can't. Let's go on this quest!
Narrator	The friends set off, each using their skills to navigate the woods.
Lily the Leader	The map says, 'Follow where the trees whisper.' Let's look up and listen!
Chester the Cheetah	I see the stars aligning like a path. This way, everyone!
Bea the Bee	Buzzing up here! I hear the trees whispering over there!
Oliver the Owl	Well done, Bea! The map shows we have to find the stone: 'I am not alive, but I grow; I don't have lungs, I need air; I don't have a mouth, but water kills me. Who am I?'
Greta the Gecko	Hmm, I think I know! Is it fire? Fire grows, needs air, and water puts it out!
Narrator	With Greta's clever thinking, a hidden compartment opened to reveal the glowing Sunstone.
Lily the Leader	We found it! The Sunstone will light our village square every night!
Chester the Cheetah	With my speed, I'll take it back before sunset!
Bea the Bee	And I'll spread the news to the whole village! Buzz-buzz!

Scripts

Hand out the scripts below to the groups.

Character	Lines
Narrator	In a lush, vibrant jungle of Jubilee, a mystery of the Whispering Waterfall has long been known. One day, five friends decide to unravel its secret.
Max the Monkey	Have you heard the water at the waterfall whisper? They say it tells secrets about the jungle!
Lucy the Leopard	I'm a great climber. I can take us there without anyone noticing. Let's solve the mystery!
Fiona the Flamingo	With my long legs, I can wade into the water. Maybe the secret is hidden beneath the surface.
Eddie the Elephant	My trunk can help if it gets too hot on the way. I'm in!
Gina the Giraffe	And I can spot the path from a great height! Let's go on this adventure!
Narrator	The friends set off through the jungle, excited for what they might find.
Max	Look out for the twisty vines. Don't want to get tangled up.
Lucy	Follow me closely. I know the way through the trees like the back of my paw.
Fiona	This water is just right! Not too hot, not too shallow. Perfect for finding secrets!
Eddie	I'll clear the path with my trunk. No branches in the way!
Gina	I see the waterfall! It's just ahead, past the grove of fruit trees.
Narrator	They arrive at the waterfall, its waters cascading down rocks as it falls.
Max	Shh... listen. The waterfall is saying something.
Lucy	It sounds like... music? It's beautiful!
Fiona	The water's rhythm is like a dance. I feel like dancing too.
Eddie	It's a song of the jungle! Every drop tells a story of the trees and the wind.
Gina	The secret of the waterfall is the song of nature. We've found it, the melody of Jubilee!
Narrator	The friends danced and swayed to the waterfall's whispers. They had uncovered the secret – a harmony with nature that they would carry in their hearts forever. The end.

Scripts

Hand out the scripts below to the groups.

Character	Lines
Narrator	In a small town of Sunnyville, a group of friends find an old book in the attic. The book tells tales of the legendary Laughing Llama that brings joy to whoever finds it. Our friends decide to go on a quest.
Alex the Adventurer	Wow! In this old book I found! It tells of a Laughing Llama that lives on Merry Mountain. We should go find it!
Bella the Brain	That sounds like an exciting quest! I'll bring my notebook and compass. We'll find our way.
Carlos the Comedian	And adding the jokes they say the Llama loves laughter!
Daisy the Detective	I'll keep a close eye on things. We'll solve the mystery of where the Llama hides!
Ella the Explorer	I've got my hiking boots on already! Let's start the adventure!
Narrator	So the friends set out, each with their own tools, ready to find the Laughing Llama.
Alex	The book says the Llama lives on the peak, where the blue birds sing. Let's listen for them!
Bella	I hear them! This compass points to the north, leading up. We're on the right path!
Carlos	I'm ready with a llama joke! Why did the llama go to the doctor? Because he had an llamergency!
Daisy	Carlos, look! There are llama footprints! We must follow these!
Ella	And look up there! Is that the Llama on top of the hill?
Narrator	The friends climb the hill and find the Laughing Llama, just as the legend described.
Alex	We found you, Laughing Llama! The book was right!
Bella	This adventure required all our skills combined.
Carlos	And all my best jokes! Listen, the Llama is laughing!
Daisy	Our curiosity and your jokes brought the Llama out of hiding.
Ella	What a beautiful view from up here! And what a fun quest we had!
Narrator	With laughter and cheer, the friends spend the afternoon with the Laughing Llama. They return home as the sun sets, their hearts full of joy from the day's journey. The end.

Sequel

Follow the instructions below.

Create a Sequel Scene: Brainstorm as many ideas as you can of what could happen if the story your group performed continued.

Choose one option from above and write a scene that continues the scene.

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Role Part	Unclear character portrayal.	Some character details shown.	Good character portrayal.	Fully embodied character with clear actions.
Performance vs. Viewing	Clear expression of feelings.	Basic feelings described.	Good description of feelings.	Clear and detailed feelings expressed.
Storytelling Methods	Clear explanation of storytelling methods.	Basic insights into storytelling methods.	Good insight into storytelling methods.	Deep understanding of storytelling shown.
Audience Connection	No understanding of audience impact.	Some understanding of audience impact.	Good insight into audience effect.	Excellent description of audience impact.
Use of Props and Scenery	Unclear descriptions of props/scenery.	Some descriptions and comparisons made.	Good descriptions and comparisons made.	Detailed observations and comparisons made.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Time Travel Tales

Objective

What are we learning more about?

In this engaging activity, students will perform short scenes set in different historical periods and cultures. The aim is to deepen their understanding of how drama can reflect the context of its setting, fostering an appreciation for history and culture through active participation and creativity.

Materials

What do we need for our activity?

- ✓ Costumes and props
- ✓ History timeline poster (for inspiration)
- ✓ Pre-prepared scenes (covering different periods or cultures)



Instructions

How do we complete?

- 1) **Introduction to Time Travel:** Begin by discussing the concept of time travel and how drama can transport us to different time periods. Show examples of historical periods and cultures using the timeline poster.
- 2) **Group Formation:** Divide the students into small groups. Each group will pick a historical period or culture from the timeline poster or by choice.
- 3) **Scene Distribution:** Provide each group with a pre-prepared scene that is set in their chosen historical period or culture. These scenes should include brief descriptions of the setting, characters, and significant cultural or historical elements.
- 4) **Rehearsal:** Give the groups time to rehearse their scene and use props to enhance their performance.
- 5) **Performance:** Each group performs their scene in front of the class. After each performance, allow a brief discussion about what historical elements were evident in the drama and how effectively the scene reflected the context of the setting.
- 6) **Reflection:** Conclude with a reflection session where students discuss what they learned about their own and others' historical periods. Highlight how drama can be a powerful tool for exploring and understanding different cultures and times.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Engage with Setting	Understand and show the time period your scene is from by using your costume and props appropriately.
Speak like your character	Try to talk and act like the character you are playing, using the right kind of words and actions.
Project Your Voice	Make sure everyone can hear you by speaking loudly and clearly. This helps your audience understand the story better.
Cooperate with Teammates	Work together with your group to make your scene more interesting. Share ideas and help each other with words and actions.
Reflect on Your Performance	After performing, think and talk about what your scene showed about how people lived differently than we do today.

Planning

Answer the questions below

1) How does your character move and speak?

2) Who else is in your scene and how does your character speak to them?

3) What is the biggest problem your character faces in the scene?

Scenes Assign the pre-prepared scenes below to the groups.

Pharaoh's Decree	
Historical Period	Ancient Egypt
Characters and Roles	<ul style="list-style-type: none">- Ava, the Pharaoh (wears a simple headdress)- Noah, the Scribe (holds a scroll)- Mia, the Farmer (holds a sickle)- Jacob, the Priest (carries a small ankh)
Scene Description	Pharaoh Ava issues a new decree to build a monument to celebrate the Nile's bounty. Scribe Noah records her words. Farmer Mia expresses concerns about water allocation for her crops. Priest Jacob blesses the decree, praying for prosperity.

Revolution Echoes	
Historical Period	Revolutionary France
Characters and Roles	<ul style="list-style-type: none">- Max, the Revolutionary Leader (wears a bicolor hat)- Lily, the Baker's Daughter (holds a loaf of bread)- Ryan, the Soldier (carries a wooden rifle)- Amelia, the Townsfolk (wears a simple dress)
Scene Description	Leader Max rallies the townspeople for support against the monarchy. Lily discusses the hardships of bread shortages. Soldier Ryan is torn between his duties and his support for the people. Amelia listens and spreads the word among the crowd.

Scenes Assign the pre-prepared scenes below to the groups.

The Explorer's Return	
Historical Period	Age of Exploration
Characters and Roles	<ul style="list-style-type: none">- Benjamin, the Explorer (holds a compass)- Sarah, the Monarch (wears a crown)- Logan, the Merchant (holds spices)- Ella, the Navigator (holds a map)
Scene Description	Benjamin returns from his travels and shares his findings to Monarch Sarah. Merchant Logan negotiates for new goods. Navigator Ella shares her experiences and techniques used during the voyage.

Victorian School Day	
Historical Period	Victorian England
Characters and Roles	<ul style="list-style-type: none">- Charlotte, the Teacher (holds a book)- James, the Student (a boy)- Isabella, the Inspector (holds a clipboard)- Olivia, the Artist (holds a charcoal pencil)
Scene Description	Teacher Charlotte gives a lesson on the importance of proper manners. Student James struggles with his lessons. Inspector Isabella evaluates the classroom, and Artist Olivia draws a scene of the school.

Scenes Assign the pre-prepared scenes below to the groups.

Renaissance Festival	
Historical Period	Renaissance Italy
Characters and Roles	<ul style="list-style-type: none">- Nathan, the Painter (holds a paintbrush)- Harper, the Noble (wears a velvet cloak)- Zoe, the Musician (carries a flute)- Jack, the Apprentice (holds a palette)
Scene Description	<p>At a street festival, Nathan paints a portrait of Harper. Zoe plays lively music, attracting a crowd. Jack learns from Nathan and talks about his dreams of becoming a painter.</p>

The Medieval Market	
Historical Period	Medieval Europe
Characters and Roles	<ul style="list-style-type: none">- Emma, the Merchant (carries a basket of apples)- Lucas, the Knight (wears a chainmail cape)- Sophie, the Baker (carries a tray of bread)- Oliver, the Townsman (carries a wooden staff)
Scene Description	<p>In a bustling medieval market, Emma sells her apples. Lucas patrols the area, ensuring safety. Sophie attempts to entice Oliver with her fresh bread as he reads about legends. They discuss the upcoming village festival, highlighting their roles in the community.</p>

Sequel

Follow the instructions below.

Create a Sequel Scene: Brainstorm as many ideas as you can of what could happen if the story your group performed continued.

Choose one option from above and write a scene that continues the scene.

PREPARED

Rubric**How did you do on the assignment?**

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Engage with the	Does not use costume and props to show the time period.	Uses some costume and props, but not effectively.	Uses costume and props well but may miss a few details.	Uses costume and props perfectly to show the time period.
Speak Like Your Character	Does not speak or act like the character.	Sometimes speaks and acts like the character.	Mostly speaks and acts like the character.	Speaks and acts just like the character would.
Project Your Voice	Voice is unclear and too hard to hear.	Voice is not clear; hard to hear.	Voice is mostly clear and loud; most can hear.	Voice is clear and loud; everyone can hear.
Cooperate with Teammates	Has difficulty working with team, rarely contributes.	Works with team, but does not contribute positively.	Works well with team, contributes positively.	Works excellently with team, enhancing the scene.
Reflect on Your Performance	Provides no or irrelevant comments about the history.	Provides some comments about the history, but little detail.	Provides some insights about the history.	Provides thoughtful insights about historical differences.

Teacher Comments – What Did They Do Well?

_____ _____ _____	Mark
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Student Comments – What Could You Do Better?

_____ _____ _____

Activity: Echoes of Unity

Objective

What are we learning more about?

Students will blend their voices with others and practice reciting lines both as a solo and in unison, understanding the importance of timing, pitch, and volume in choral speech.

Materials

What do we need for our activity?

- ✓ Copies of a short poem or script
- ✓ A stopwatch or timer
- ✓ An open space in the classroom or a cleared area
- ✓ Whiteboard and markers for writing and drawing



Instructions

How do we complete the activity?

- 1) **Warm-Up:** Start with vocal warm-up exercises where the students hum, sing scales, or practice breathing techniques to warm up their voices.
- 2) **Introduction to Choral Speech:** Explain the concept of choral speech and discuss the importance of blending voices. Demonstrate with a simple example, showing the difference between speaking solo and in unison.
- 3) **Group Practice:** Divide the class into small groups of 4-5 students. Give each group a copy of a short poem or script. Each group practices reciting the poem in unison, focusing on blending their voices to sound like one.
- 4) **Solo and Unison Practice:** Choose a few lines from the poem for solo practice. Each student in the group takes turns saying a line solo, then the rest of the group says the next line in unison. Rotate so each student gets to speak solo.
- 5) **Performance:** Have each group perform their piece in front of the class. The class should listen for how well the group blends their voices in unison and how confidently each student delivers their solo line.
- 6) **Reflection and Discussion:** Gather the students in a circle and discuss their experiences. Ask them to think about what worked well and what was challenging about blending their voices or speaking solo.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Blend of Voices	Your voice blends smoothly with your group, overpowering others or fading away.
Clear Pronunciation	Speak clearly so every word is understood, whether you are speaking or in unison.
Consistent Rhythm and Timing	Maintain the same rhythm and timing as your group to create a unified sound.
Expressive Voice	Use different tones, pitches, and volume to express emotions and enhance the performance.
Focus and Teamwork	Stay focused and listen to your group members, supporting each other to create a cohesive piece.

Poem

Perform the poem in unison

The Four Seasons

Spring brings flowers, fresh and new,
Skies of clear, bright blue.
Birds sing songs, the sun shines bright,
Each day filled with light.

Summer brings sunny days,
Children laugh in rays.
The beach is water cool,
Perfect time for a dip in the pool.

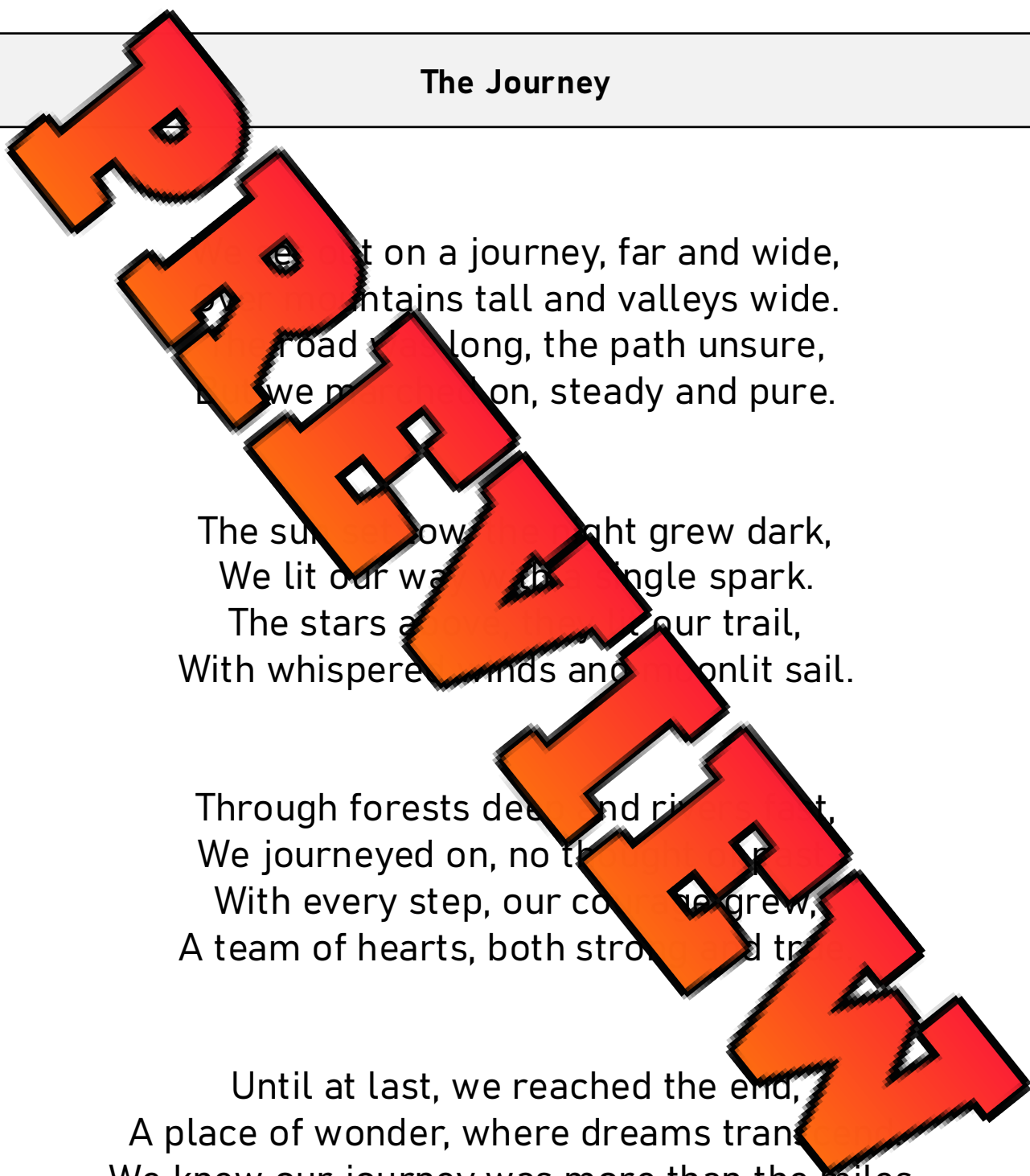
Autumn leaves fall from the trees,
In shades of red, gold, and green.
The air turns crisp, the nights grow cool,
We sing a softer, mellow song.

Winter brings a blanket of snow,
We bundle up from head to toe.
The world is quiet, still, and white,
As snowflakes dance in the moonlight.

Poem

Perform the poem in unison

The Journey



Set out on a journey, far and wide,
Mountains tall and valleys wide.
Roads long, the path unsure,
We moved on, steady and pure.

The sun went down, the night grew dark,
We lit our way with a single spark.
The stars appeared to light our trail,
With whispering winds and a moonlit sail.

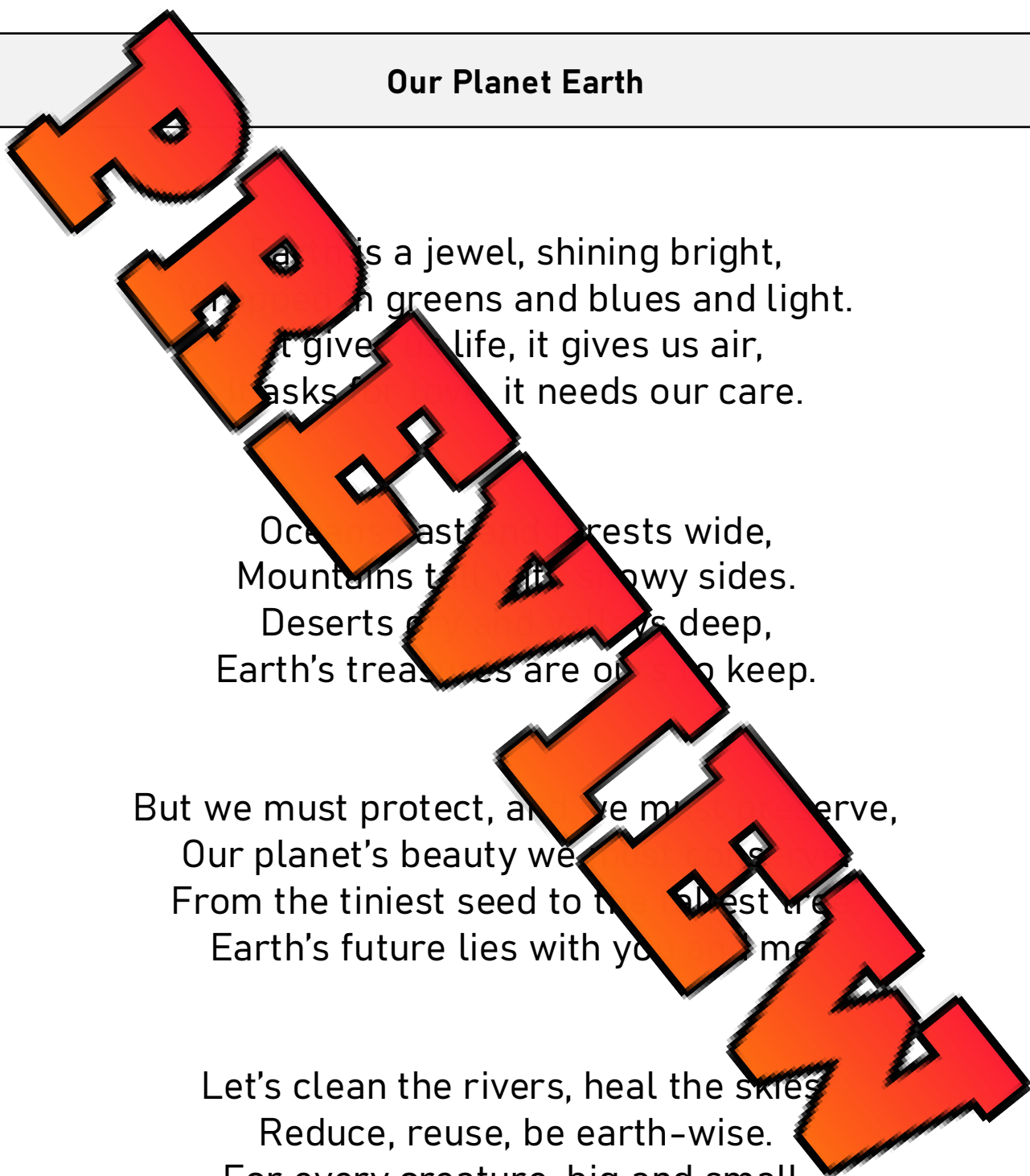
Through forests deep and rivers wide,
We journeyed on, no time to hide.
With every step, our courage grew,
A team of hearts, both strong and true.

Until at last, we reached the end,
A place of wonder, where dreams transcend.
We knew our journey was more than the miles,
It was the moments, the laughs, the trials.

Poem

Perform the poem in unison

Our Planet Earth



Earth is a jewel, shining bright,
In greens and blues and light.
It gives us life, it gives us air,
And it needs our care.

Oceans, forests wide,
Mountains to the snowy sides.
Deserts and caves deep,
Earth's treasures are ours to keep.

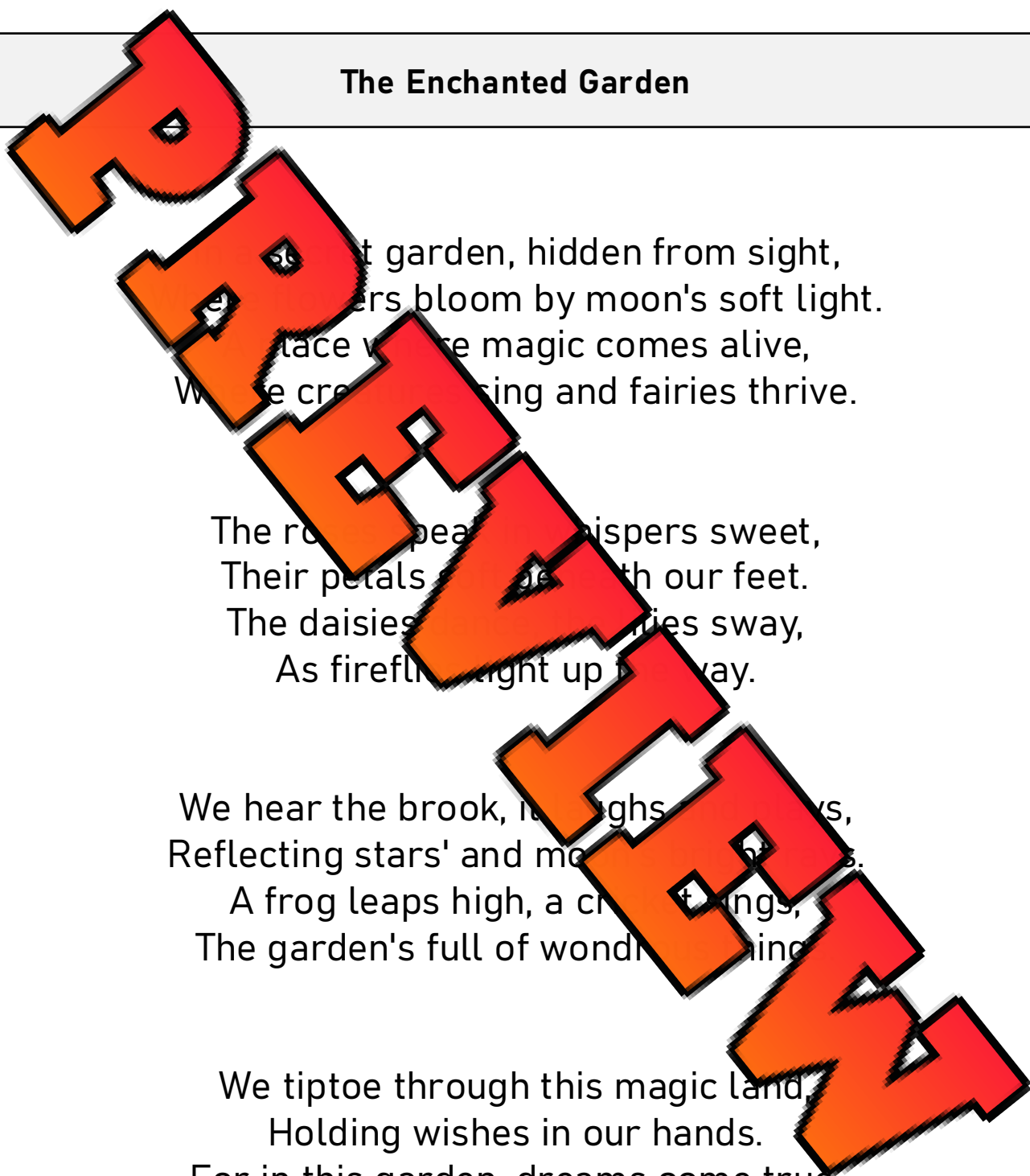
But we must protect, and we must serve,
Our planet's beauty we must preserve.
From the tiniest seed to the tallest tree,
Earth's future lies with you and me.

Let's clean the rivers, heal the skies
Reduce, reuse, be earth-wise.
For every creature, big and small,
We're the caretakers of them all.

Poem

Perform the poem in unison

The Enchanted Garden



At garden, hidden from sight,
Flowers bloom by moon's soft light.
The place where magic comes alive,
Where creatures sing and fairies thrive.

The roses' whispers sweet,
Their petals dance with our feet.
The daisies nod and sway,
As fireflies light up the way.

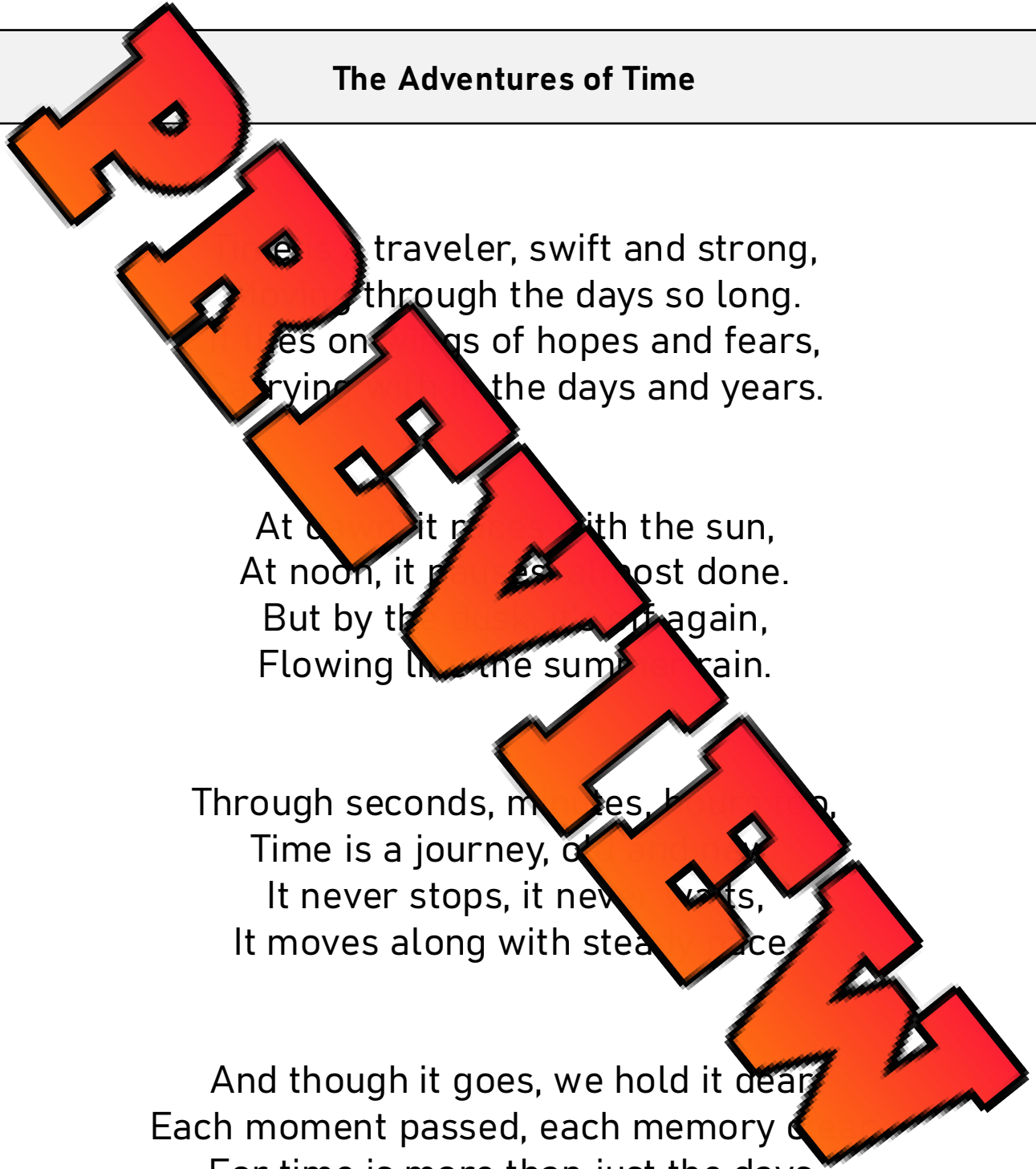
We hear the brook, its gentle flows,
Reflecting stars' and moon's glows.
A frog leaps high, a cricket sings,
The garden's full of wonderful things.

We tiptoe through this magic land,
Holding wishes in our hands.
For in this garden, dreams come true,
Where the heart's pure and the spirit's new.

Poem

Perform the poem in unison

The Adventures of Time



Time is a traveler, swift and strong,
It flows through the days so long.
It carries on loads of hopes and fears,
Carrying us through the days and years.

At dawn it rises with the sun,
At noon, it races most done.
But by the end of the day again,
Flowing like the summer rain.

Through seconds, minutes, hours,
Time is a journey, of many doors.
It never stops, it never waits,
It moves along with steady pace.

And though it goes, we hold it dear,
Each moment passed, each memory clear.
For time is more than just the days,
It's all the paths that we have paved.

Poem

Perform the poem in unison

The Magic of the Forest

Within the forest green,
A magic, seldom seen.
Streams that whisper, streams that sing,
A hidden world where fairies spring.

The owl sits on an ancient oak,
A wise old bird that never spoke.
The squirrels and rabbits play,
Underneath the branches sway.

Mossy carpets underfoot,
Ferns unfurling from the ground.
Sunlight dances through the leaves,
Weaving webs that daydreams weave.

In this place of quiet and peace,
All your worries seem to cease.
For the forest holds a secret song,
A place where hearts can feel they belong.

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Blend	Voice is too soft or too loud and does not blend with the group.	Voice sometimes blends but often stands out.	Voice blends well most of the time.	Voice blends seamlessly with the group.
Clear Pronunciation	Some words are difficult to hear.	Some words are clear, but others are not clear.	Most words are clear and easy to understand.	All words are clear and easy to understand.
Consistent Rhythm and Timing	Frequently out of rhythm and timing with the group.	Sometimes matches rhythm and timing with the group.	Usually matches rhythm and timing with the group.	Always matches rhythm and timing perfectly.
Expressive Voice	Voice is flat with little expression.	Voice is expressive most of the time.	Voice is expressive most of the time.	Voice is highly expressive and engaging.
Focus and Teamwork	Often distracted and not attentive to the group.	Sometimes focused and sometimes distracted.	Always focused and works well with the group.	Always focused and supports the group effectively.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Silent Stories

Objective

What are we learning more about?

To enhance non-verbal communication skills by using facial expressions to express various emotions and situations without speaking.



Materials

What do we need for our activity?

- ✓ Charades Cards: Pre-written with different emotions and situations (e.g., happy, sad, eating, playing, etc.).
- ✓ Timer: To keep track of each performance.
- ✓ Performance Area: A designated space in the classroom where students can perform.

Instructions

How do we complete the activity?

- 1) **Introduction:** Begin by explaining the importance of non-verbal communication. Discuss how we can use our body language and facial expressions to tell a story or convey emotions without using words.
- 2) **Drawing Scenarios:** Each student will draw a scenario from a bowl that describes a non-verbal action or sequence of actions. Scenarios are prepared in advance with various emotions and situations.
- 3) **Performing the Scenario:** One at a time, each student performs the scenario for one minute. They should use only their facial expressions and body movements to express the scenario without any verbal communication.
- 4) **Observation by Peers:** While one student is performing, the other students will observe silently. Encourage them to think about what emotions and situations are being portrayed based on the performer's non-verbal cues. After the performer finishes their performance, allow some students to guess what scenario was performed.
- 5) **Feedback Session:** After each performance, allow a brief moment for the performer to share what they were trying to express and receive feedback from their peers about their interpretation and the clarity of the communication.
- 6) **Rotation:** Continue the activity until all students have had a chance to perform their scenario.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Show C	Use your face and body to clearly show the emotion you are trying to express.
Stay Silent	Remember not to use words or make sounds; let your actions speak for you.
Use Your Space	Use your space to act out your scene; don't stand still.
Guess Actively	When it's your turn to guess, think hard about what your classmate is doing and make your best guess.
Respect and Attention	Watch your classmate perform without talking or interrupting, and clap when they are done.

Planning

Answer the questions below

1. How will you move your body to perform your scene?

2. How will your face look when you act out the scene in your scene?

3. Can you think of a sequence of actions for your performance?

Charades Cards

Cut out the cards below and put them in a hat.

Scenario	Description
Waking up to an alarm	Start by sleeping, then react to a loud alarm, stretch, and pretend to get out of bed.
Eating a sour lemon	Pretend to cut a lemon, taste it, react to its sourness, and try to eat more with funny faces.
Walking a dog	Start by putting a leash on a dog, walk, react to the dog pulling back, and then calming the dog down.
Building a sandcastle	Start by digging into the sand, build it into shape, admire your work, and then pretend the sandcastle pretends to step near it.
Catching a butterfly	Start by spotting a butterfly, sneak up to catch it, celebrate catching it, then release it.
Riding a roller coaster	Show getting on the roller coaster, reacting to the climbs and drops, and celebrating at the end of the ride.
Slipping on ice	Walk cautiously on ice, slip, and fall, then get up slowly, checking if you're hurt.
Opening a gift	Show excitement, unwrap the gift with joy or surprise, and then play with the new toy.
Finding a lost pet	Show searching anxiously, spotting the pet, showing relief and joy, and then hugging the pet.
Playing soccer	Kick the ball, dribble past imaginary players, and then celebrate the score.
Trying to stay awake in class	Struggle to stay awake, briefly fall asleep, wake up startled, and then try to focus again.
Blowing out birthday candles	Pretend to light candles, think hard about a wish, blow out the candles, and then clap happily.

Charades Cards

Cut out the cards below and put them in a hat.

Scenario	Description
Fishing at a lake	Cast a line, wait patiently, feel a tug, struggle to reel it in, and then show off the catch.
Watching fireworks	Look up in excitement, shield eyes, point at different fireworks, and then clap joyfully.
Being a superhero	Discover powers, pretend to fly, save a toy, and stand heroically.
Picking flowers	Walk in a garden, choose different flowers to pick, smell them, and put them into a bouquet.
Pretending to be a robot	Walk like a robot, perform a task, malfunction, then fix and continue.
Swinging on a swing	Start swinging low, go higher, enjoy the wind, and then slow down.
Sneezing	Feel a sneeze coming, try to stop it, finally sneeze dramatically, then wipe nose.
Climbing a tree	Approach a tree, climb carefully, look around from the top, then climb down.
Looking for something under the bed	Search around, look under the bed with a flashlight, find something surprising, react.
Being scared by a spider	Notice a spider, react scared, try to catch it, then watch it leave and sigh in relief.
Setting up a tent	Unroll a tent, struggle to set it up, finally finish, then gesture invitingly to others.
Rowing a boat	Get into a boat, start rowing, navigate through imagined rough water, then land safely.
Hopping like a kangaroo	Start hopping slowly, get faster, dodge an obstacle, then rest, panting from the effort.

Reflection

Answer the questions below.

1) What did you find challenging about expressing your assigned emotion or situation without speaking?

2) Did you find it easy to express or to guess the emotions and situations? Explain your answer.

3) Which emotion or situation was the easiest to imitate when others performed, and why?

4) What did you learn about how we communicate without words?

PREPARED

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Show Clear Emotions	Shows some emotions.	Shows some clear emotions.	Mostly clear emotions.	Emotions are very clear.
Stay Silent	Not mostly silent.	Mostly silent.	Quiet with minor slips.	Completely silent.
Use Your Space	Stays mostly in one space.	Moves around somewhat.	Moves around somewhat.	Uses space well.
Guess Actively	Rarely guesses.	Some guesses right.	Often guesses right.	Always engaged in guessing.
Respect and Attention	Distracts others.	Watches but gets distracted.	On the time.	Fully respectful and attentive.

Teacher Comments – What Did They Do Well?**Mark****Student Comments – What Could You Do Better?**

Activity: Poetry in Action

Objective

What are we learning more about?

Students will use dramatic techniques to perform a poem in unison, exploring how group voice, movement, and tone can bring the text to life dramatically.

Materials

What do we need for our activity?

- ✓ A short poem (one line for each group)
- ✓ Open space for movement

Instructions

How do we complete the activity?



- 1) **Warm-Up:** Start with a group vocal warm-up, such as a call-and-response game where the teacher calls out phrases in a dramatic tone (e.g., "The wind is howling!" in a dramatic tone, "The sun is shining brightly!" in a happy tone) and the students repeat them in the same tone. Follow this with a quick physical warm-up, like shaking out hands and feet, stretching, or moving around the space.
- 2) **Introduce Choric Drama:** Explain to students that in choric drama, the group works together like a chorus, using their voices and bodies to create a unified performance.
- 3) **Choose a Poem:** Divide the class into groups of 4-6 students. Give each group a short, simple poem (or you can use the same poem for the whole class).
- 4) **Explore Group Voice:** In their groups, students will practice the poem together, first focusing on speaking in unison. Encourage them to experiment with tone (whisper, shout, normal voice), speed (slow, fast), and pitch (high, low).
- 5) **Experiment with Tone and Emotion:** After they've practiced the poem in unison, ask the group to try reading different lines with specific emotions (e.g., sad, angry, happy, another scared, another joyful).
- 6) **Add Movement:** Now, ask the groups to come up with simple movements or gestures to go along with their lines. For example, if the poem talks about the wind, they could sway or move their arms like they're being blown by the wind.
- 7) **Perform the Poem:** Each group will perform their poem for the class, using their unified voices and movements to create a choric drama piece.
- 8) **Switch Roles or Poems:** If time allows, switch poems or have groups rotate roles so they can try different tones and movements.

Criteria

Use the criteria below to complete the assignment.

Criteria	Description
Speak Together in Unison	Ensure that all group members are speaking together at the same time when required.
Use Clear and Expressive Voices	Make sure voices are loud enough for the audience to hear and use expressive tones.
Match the Emotion of the Poem	Use the appropriate tone and emotion that matches the words and mood of the poem.
Coordinate Movements with the Voice	Use movements or gestures that fit the poem's theme and deliver them in sync with the group.
Show Teamwork and Focus	Work well with your group by staying focused, supporting each other, and staying in time.

Tip

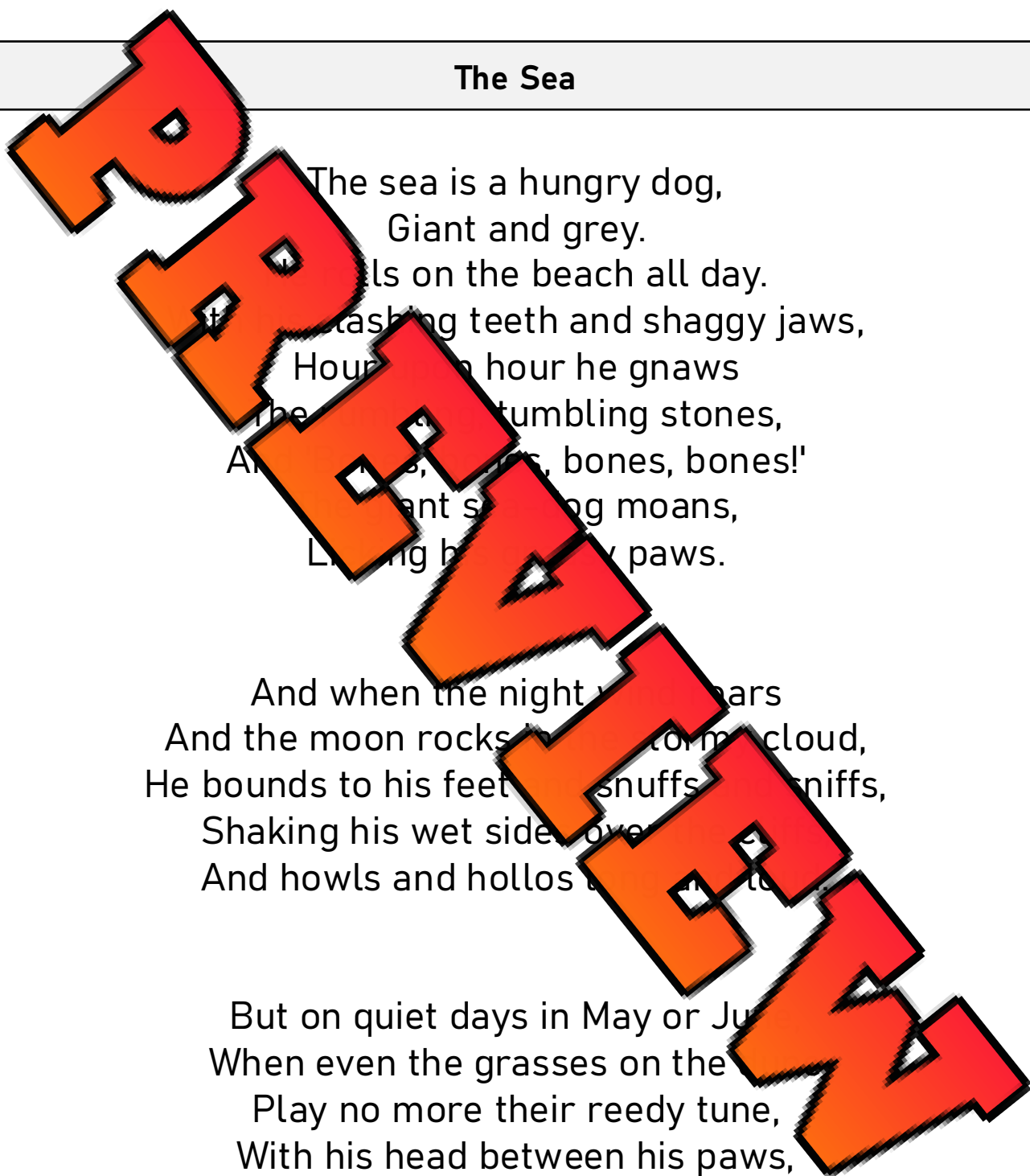
Use the tips below to enhance your performance.

Tip	Description
Read Aloud with Emotion	Practice reading the text out loud with different tones and emotions to bring the story to life.
Highlight Key Lines	Identify and highlight the most important or powerful lines that could be emphasized in your performance.
Coordinate with Your Group	Work closely with your group to decide on key lines and how you'll deliver them together.
Use Your Body Language	Think about how your facial expressions and gestures can help tell the story without words.
Practice Together	Rehearse as a group multiple times to make sure everyone is in sync and comfortable with their parts.

Poem

Read the poem with your group using choric reading techniques

The Sea



The sea is a hungry dog,
Giant and grey.
He lies on the beach all day.
With his flashing teeth and shaggy jaws,
Hour in hour he gnaws
The tumbling stones,
And bones, bones, bones, bones!
He pants and snags moans,
Licking his wet paws.

And when the night comes
And the moon rocks in storm cloud,
He bounds to his feet and snuffs and sniffs,
Shaking his wet side over
And howls and hollos to the tide.

But on quiet days in May or June
When even the grasses on the shore
Play no more their reedy tune,
With his head between his paws,
He lies on the sandy shores,
So quiet, so quiet, he scarcely snores.

Poem

Read the poem with your group using choric reading techniques

Wind on the Hill

No one can tell me,
Nobody knows,
Where the wind comes from,
Where the wind goes.

It comes from somewhere
I don't know it can,
I don't keep up with it,
Nobody knows.

But if I had a string
The string of my guitar,
It would blow the wind
For a day and a night.

And then when I heard it
Wherever it blew,
I should know that the wind
Had been going there too.

So then I could tell them
Where the wind goes...
But where the wind comes from
Nobody knows.

Poem

Read the poem with your group using choric reading techniques

The Tale of Custard the Dragon

Belinda lived in a little white house,
With a little black kitten and a little gray mouse,
And a little yellow dog and a little red wagon,
And realio, trulio, little pet dragon.

What was the name of the little black kitten was Ink,
The little gray mouse, she called him Blink,
The little yellow dog was sharp as Mustard,
But the dragon's name was Custard, and she called him Custard.

Custard the dragon had big sharp teeth,
And spikes up of scales underneath,
Mouth like a fire, and they for a nose,
And realio, trulio, his toes.

Suddenly, they heard a noise around,
And Mustard growled, and the others went around.
"Meowch!" cried Ink, and "Miaow!" cried Belinda,
For there was a pirate, coming in the sea.

Belinda paled, and she cried out for help,
But Mustard fled with a tail between his legs,
Ink trickled down to the bottom of the house,
And little mouse Blink was strategical in his house.

But up jumped Custard, snorting like an elephant,
He went at the pirate like a robin at a worm.
The pirate fired bullets, but they didn't hit,
And Custard gobbled him, every bit.

Belinda embraced him, Mustard licked him,
Ink and Blink danced around the dragon,
But Custard said, "I quite agree
That everybody is braver than me."

Poem

Read the poem with your group using choric reading techniques

The River's Journey

The river starts as a quiet stream,
Flowing gently like a dream.
It winds its way through hills and trees,
Whispering softly in the breeze.

It gathers speed, with splashes bright,
Glittering in the morning light.
It tumbles fast,
Rushing forward, never moving past.

It twists and turns with playful glee,
Dancing along to the sea.
Along its banks the flowers grow,
Watching the river's end, its flow.

But when the storm clouds in and rain
The river surges high and wild again
It leaps and crashes, filling the air
No longer calm, no longer mild.

Yet when the rain has gone away,
The river slows at end of day.
It hums a tune, both soft and low,
A gentle path it starts to show.

Down it flows, calm and wide,
Carrying stories on the tide.
The river's journey never ends,
Forever moving, 'round the bends.

Poem

Read the poem with your group using choric reading techniques

The Four Seasons

Spring arrives with a soft, sweet song,
Flowers bloom, the days grow long.
The air is fresh, the breeze is light,
Like flight in morning's bright.

Summer comes with sunny skies,
Whenever the sun will rise.
Children laugh, the fields are green,
The loveliest days we ever seen.

Autumn paints the leaves with gold,
A cooler wind begins to hold.
The trees let go of their grey bark,
Colours dance in crisp, cool air.

Winter brings a frosty chill,
Snowflakes fall upon the hill.
The world turns quiet, cold, and still,
Yet beauty rests in winter's will.

Each season comes, then slips away,
Changing the world day by day.
Together they create a song,
Where all of nature sings along.

Name: _____

145

Curriculum Connection
DR-R2

Reflection

Draw the scenery of the place you imagined when you were performing.

PERFORM

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Speak Together in Unison	Voices are often out of sync.	Sometimes speaking together, but often off.	Mostly speaking together in unison.	Always speaking together perfectly in unison.
Use Clear and Expressive Voices	Voices are sometimes unclear or not expressive.	Voices are sometimes clear and expressive.	Mostly clear and expressive throughout.	Voices are always clear, loud, and expressive.
Match the Emotion of the Poem	Emotion is missing or doesn't match the poem.	Emotion is sometimes clear, but inconsistent.	Emotion matches the poem most of the time.	Emotion always matches the mood of the poem.
Coordinate Movements with Voice	No movements or they don't fit the poem.	Sometimes movements match, but not coordinated.	Movements mostly match and are coordinated.	Movements perfectly match and are in sync.
Show Teamwork and Focus	Group is often distracted or out of sync.	Some focus, but group is often distracted.	Mostly focused and works together.	Group is fully focused and works great together.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Tableau Activity: Freeze Frame Chronicles

Objective What are we learning more about?

Students work in small groups to create freeze frames that capture pivotal moments in stories from different societies. This activity will help enhance their understanding of history and narrative. Students will improve their skills in using focus and emphasis to create expressive visual stories.

Materials What do we need for our activity?

- ✓ A list of ancient stories and myths from Ancient Greece, Egypt, etc.
- ✓ Props that can be easily produced in the classroom (e.g., sheet for costumes, everyday objects)
- ✓ Camera or smartphone to take pictures of the freeze frames (optional)



Instructions How do we complete the activity?

- 1) Divide the class into small groups, assigning each group a different story.
- 2) Give the students time to read the story and discuss it. They should decide who will represent each character, how they will use (4-6) props, and how they will physically represent the scene.
- 3) If costumes or props are available, allow time for the students to select and prepare these items to enhance their tableau.
- 4) Have each group present their tableau to the class. While one group performs, the others should observe quietly.
- 5) Allow the performing group to hold each pose for about 20 seconds before transitioning to the next scene. A student can clap when it is time to transition to the next scene.
- 6) After each performance, allow the class to ask questions about the story and the choices made in the tableau.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Choose the Right Moment	Choose the Right Moment
Use Simple Things	Use simple things from around you to help tell the story.
Show Clear Action	Make sure your pose tells us what's happening in the scene.
Work Together	Work with each other and make sure everyone has a part to play.
Focus on the Details	Pay attention to small things that make your scene interesting.

Planning

Answer the questions below

1) What story are you going to act out?

2) Write 4-6 scenes from your story that you will act out.

Story

Choose 4-6 frozen scenes to represent this story

The Tale of Chang'e (Ancient China)

Long ago in China, Chang'e lived with her husband Hou Yi, who was a heroic archer known for his bravery and skill. One day, ten suns rose into the sky together, making the earth unbearably hot. Hou Yi, armed with a magical bow, shot down nine of the suns to save the world, leaving just one to provide light and warmth.

As a reward for his heroic deed, the gods gave Hou Yi an elixir of immortality. However, Hou Yi loved Chang'e so deeply that he could not bear the thought of living without her. He hid the elixir in a secret place to find a way for both of them to share it and live forever together.

One day, while Hou Yi was away, a greedy thief who knew about the elixir broke into their home to steal it. Chang'e, trying to protect the elixir, swallowed it herself in desperation. Instantly, she felt a lightness as she began to drift higher and higher until she landed softly on the moon.

Now living on the moon, Chang'e became the Moon Goddess. Hou Yi missed her terribly and looked down at her from his palace in the sky. Hou Yi would leave his favorite fruits and cakes in the garden under the moonlight, hoping they would please her. This tradition started the Mid-Autumn Festival, where families gather to celebrate Chang'e's journey to the moon, share mooncakes, and enjoy the beauty of the full moon together.

Story

Choose 4-6 frozen scenes to represent this story

The Journey of Osiris (Ancient Egypt)

Osiris was the god of Egypt who taught his people how to grow crops. Every year he came to bring peace and plenty to the land. However, his brother Set was jealous and wanted to be king himself.

During a big party he brought a beautiful chest and said anyone who could fit perfectly inside could be his guest. Many guests tried, but only Osiris fit exactly. As soon as Osiris lay down, Set quickly closed the chest, locked it, and threw it into the Nile.

The chest floated far away and was hidden in a papyrus tree. The tree grew around the chest, hiding it inside. Meanwhile, Osiris' wife Isis searched everywhere for him. She finally found the chest in the tree, brought it back to Egypt, and hid it.

But Set found the chest again and took it away so no one could find. Isis didn't give up. With help from her sister Nephthys, she found the chest again. Using her magic, she brought Osiris back to life.

Osiris couldn't rule the living anymore, so he became the king of the underworld, where he looked after the realm of the dead. His story became very important in ancient Egyptian religion, showing that life and the afterlife go on forever.

Story

Choose 4-6 frozen scenes to represent this story

The Hero Twins and the Giant

Long ago in a kingdom, there were twin brothers named Hunahpu and Xbalanque who were known for their bravery and skill. They were great warriors who loved to play the ancient ball game of pok-a-tok, which was very important to the Maya.

One day, a challenge came from a giant named Cabrakan, who boasted that he could shake the mountains and destroy the forests. The people were terrified of Cabrakan's power and came to the Hero Twins for help.

The twins devised a clever plan to defeat the giant. They invited Cabrakan to show them his strength by shaking a particular mountain. Cabrakan, proud and eager to display his power, agreed and followed the twins to the mountain.

While walking, Hunahpu and Xbalanque tricked Cabrakan into eating a meal they had prepared. Unbeknownst to Cabrakan, the meal was laced with a magical sleeping potion. As they were on their way up the mountain, Cabrakan began to shake it, but soon, the potion took effect and he fell into a deep sleep.

The twins then used their enchanted ropes to tie up Cabrakan securely. When the giant awoke, he found himself unable to move or use his powers. He pleaded for his release, but the twins refused. Cabrakan promised never to harm the land or its people again.

Grateful for their deliverance, the people celebrated the twins as their champions. From that day forward, the land was peaceful, and the mountains and forests stood tall and undisturbed, all thanks to the cunning and bravery of the Hero Twins.

Story

Choose 4-6 frozen scenes to represent this story

The Legend of the White Snake

Once upon a time, a kind and powerful white snake spirit named Bai Suzhen lived on Mount Qiyang. After years of training to become human, she transformed into a beautiful woman and decided to explore the world. She traveled to the town of Hangzhou, where she met a young herbal doctor named Xu Xian.

The two quickly became friends and fell in love, eventually marrying and living happily by the lake. Bai Suzhen helped Xu Xian with his work by sharing her deep knowledge of healing plants, and their medicine shop grew very successful.

However, their joy did not last long. A monk named Fa Hai discovered Bai Suzhen's secret identity and decided she was too dangerous to live among humans. He confronted Bai Suzhen and warned Xu Xian to stay away from her. But Xu Xian loved Bai Suzhen and did not care about her being a snake.

Fa Hai, determined to separate them, lured Xu Xian to a temple and trapped him there. Heartbroken, Bai Suzhen tried to rescue her husband. Using her magic, she created a great flood that swept over the temple. However, Fa Hai was powerful and managed to trap Bai Suzhen under the Leifeng Pagoda.

Years later, their son, who had grown up to be a scholar, came to the temple and pleaded for his mother's release. Finally, Fa Hai relented, and Bai Suzhen was freed from the pagoda. She and Xu Xian were reunited, and the family lived together peacefully.

Story

Choose 4-6 frozen scenes to represent this story

Anansi The Wise Spider (West African Mythology)

Anansi the spider is known throughout West Africa for his wit and cleverness. One day, he collected all the world's wisdom and kept it in a large pot for himself. He traveled from village to village, learning secrets and clever tricks from everyone and carefully added each one to his pot.

As the pot filled, he came home. But Anansi was determined to collect even more wisdom. He was so focused on his task that he didn't realize how much he was leaving out the rest of the world, who also needed wisdom to solve their problems and make their lives better.

One day, Anansi tried to hide his pot of wisdom at the top of a tall tree where no one else could reach it. He tied the pot in front of him and struggled to climb the tree, but it was too difficult, and he kept falling back down to the ground.

Watching this, Anansi's youngest son, Ntikuma, suggested that Anansi tie the pot on his back instead. Anansi was skeptical, but he tried his son's suggestion and was able to climb the tree with ease. At the top, Anansi realized his son's suggestion was itself a kind of wisdom.

Understanding the lesson, Anansi accidentally dropped the pot from the tree, and it shattered, scattering wisdom everywhere. Anansi saw how everyone began to use the wisdom to help each other and learned that wisdom was best when shared, not hoarded. This story of Anansi teaches the importance of sharing knowledge and that sometimes, the simplest ideas can be the wisest.

Name: _____

Setting Sketch

Draw your scenes below, showcasing the settings they took place in.

PREVIEW

Rubric

How did you do on the assignment?

Criteria	(1 point)	(2 points)	(3 points)	(4 points)
Choose the Most Important Moments	Suggests to identify or portray a moment, but lacks clarity or focus.	Identifies relevant moments but lacks clarity or focus.	Chooses the important moments but may lack some details.	Successfully identifies and portrays the most important moments of the story.
Use Props Creatively	Uses basic props that are somewhat creative.	Uses basic props that are somewhat creative.	Uses props well but with less creativity.	Uses props creatively and effectively to enhance the story.
Show Clear Actions	Actions are unclear or minimal to convey the story.	Actions are clear but could be more expressive.	Actions are appropriate but could be more expressive.	Actions are clear, detailed, and effectively communicate the story.
Work Together	Limited teamwork; members do not contribute effectively.	Teamwork, but collaboration could be improved.	Good teamwork with members contributing.	Excellent teamwork; member contributes equally and supports the group's performance.
Focus on the Details	Pays little attention to detail.	Shows some attention to detail, but key elements are missing.	Details are included, but clarity and impact of the scenes.	Pays close attention to details, enhancing clarity and impact of the scenes.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Echo Improv: Peaceful Playwrights

Objective

What are we learning more about?

To help students understand the process and importance of collaborative problem solving through improvisation, focusing on resolving fictional conflicts by building on each other's ideas.

Materials

What do we need for our activity?

- ✓ Scenario cards with fictional conflicts (e.g., two characters want to make a cake, a disagreement over a rule)
- ✓ Open space (classroom, outdoor)
- ✓ Timer (optional)



Instructions

How do we complete the activity?

- 1) Prepare and distribute scenario cards to groups of students each.
- 2) Call three students to the front of the class. Two will be characters in the conflict, and one will be the peacemaker. Hand out a scenario card.
- 3) Start the improvisation with the characters acting out the conflict as described on the card.
- 4) After a minute, pause the action. Allow the peacemaker to suggest a resolution to the conflict.
- 5) The characters then continue the improvisation, incorporating the peacemaker's suggestion to find a peaceful resolution.
- 6) After each round, discuss as a class the various resolutions proposed and acted out.
- 7) Repeat this with new students and new scenario cards.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Creativity in Solutions	Comes up with unique and thoughtful solutions to conflicts presented.
Building on Ideas	Listens to others and builds on their ideas to collaboratively resolve the conflict.
Spontaneity	Responds spontaneously to developments in the scenario without hesitation.
Adaptability	Shows flexibility in role playing, adapting to new ideas and changes in the scenario.
Engagement and Participation	Actively engages in the activity, showing enthusiasm and commitment to their role and the group's efforts.

Scenarios

Choose a prompt from the list below

Two friends argue over who gets to play the new video game first.

Siblings fight over who should do the dishes tonight.

Two classmates argue over who gets to be the line leader today.

Friends disagree over which movie to watch during movie time.

Two players on a team argue over who missed the crucial play.

Classmates can't decide on a topic for their group project.

Two friends at lunch argue over the toppings on their pizza.

Siblings fight over who gets to use the family computer.

Two students argue about who gets to take care of new school supplies.

Friends disagree about the rules of a game they are playing.

Two friends argue over who gets to keep a lost puppy for a day.

Classmates have a disagreement about who should clean up the mess.

Two friends argue over who should get the bigger half of a shared snack.

Siblings disagree about what game to play outside.

Two classmates argue over who answered the teacher's question correctly.

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Know Your Character	Solutions are basic and do not effectively resolve the conflict.	Solutions are basic and partially resolve the conflict.	Solutions are practical and generally resolve the conflict.	Solutions are innovative and effectively resolve the conflict.
Use Your Costume	Occasionally adds to others' ideas, with little effect.	Occasionally adds to others' ideas, with some effect.	Contributes to others' ideas to aid resolution.	Enhances others' ideas to enrich the resolution.
Participate in the Scene	Struggles to respond, causing delays in progress.	Responds hesitantly, but improves the scene.	Responds promptly with practical ideas.	Responds immediately and creatively as the scenario unfolds.
Listen to Others	Has difficulty adapting and resists changes in the scenario.	Shows difficulty adapting to changes in the scenario.	Adapts to most changes and works with little difficulty.	Shows high flexibility, adapting to all changes and ideas smoothly.
Share What You Learned	Lacks engagement, showing minimal participation.	Sometimes engaged, but participation is inconsistent.	Actively engaged, participating in the activity.	Fully engaged, enthusiastically participating throughout the activity.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?

Activity: Pantomime Puzzle: Silent Storytelling

Objective

What are we learning more about?

To enhance students' storytelling skills through pantomime, focusing on clear and exaggerated movements to convey a narrative effectively without the use of words.

Materials

What do we need for our activity?

- ✓ A hat or container with slips of paper containing different simple story prompts
- ✓ Open space (classroom or gym)
- ✓ Timer (optional)



Instructions

How do we complete the activity?

- 1) Start by explaining the importance of body language and facial expressions in storytelling, especially when no words are used.
- 2) Have each student draw a story prompt from the hat. Examples could include "A day at the zoo," "Getting ready for school," or "A trip to the beach."
- 3) Give the students some time to think about how they will act out their story using only gestures and facial expressions.
- 4) One by one, have each student perform their pantomime in front of the class. Set a time limit for each performance (about 2-3 minutes).
- 5) After each performance, have the class guess the story that was pantomimed to see how effectively the story was communicated.

Criteria

Use the criteria below to complete the assignment

Criteria	Description
Clarity of Gestures	Gestures and movements should be clear and easily recognizable, relating directly to the story being told.
Exaggeration	Movements and expressions are exaggerated enough to convey emotions and actions vividly to the audience.
Flow of Narrative	The mime should have a clear beginning, middle, and end, showing a complete and coherent story.
Engagement with Audience	The performer maintains eye contact and uses the space effectively to keep the audience engaged.
Creativity	Use original movements and facial expressions to make the story interesting and memorable.

Planning

Think about your story and in sequence, actions you can do to showcase your story.

Scenarios

Choose a prompt from the list below

A magician tries to perform a magic trick, but it keeps going wrong. First, the rabbit escapes, then the wand breaks, and finally, the magic hat flies away!

A chef and a baker have a contest. They mix ingredients, the bowl overflows, and they spill flour, but finally, the cake turns out perfect.

A gardener searches for a treasure when they find a treasure map. They dig around the garden, encounter a friendly worm, and at last, discover a buried treasure chest.

A detective is on a mystery story. They examine clues with a magnifying glass, get a lead, and finally crack the case.

A kid tries to train their over-energetic puppy. The puppy runs around, knocks things over, and finally learns to sit on command.

Two friends go on a camping adventure. They set up a tent, encounter a curious squirrel, and at night, they get scared by shadows, but realize it's just a branch.

A knight goes on a quest to find a mythical dragon. They cross a river, climb a steep hill, and finally come face-to-face with the dragon and find it's friendly.

A painter wants to create a masterpiece. They struggle with colors, accidentally mix strange colors, but in a burst of inspiration, create something beautiful.

A young wizard learns to cast spells. The first spells misfire with unexpected results, but eventually, they successfully cast a spectacular magic spell.

An astronaut prepares for a mission to the moon. They train in simulation, struggle with zero gravity, and finally, take a successful moonwalk.

Scenarios

Choose a prompt from the list below

A pirate searches for hidden treasure on a deserted island. They read a map, dig in several places, and finally discover a chest full of gold coins.

A zookeeper spends the day at the zoo. They feed the monkeys, chase an escaped parrot, and help a lonely elephant find its mother.

A child builds a snowman on a snowy day. They roll big snowballs, search for the snowman's eyes, mouth, and buttons, and finally put on a hat and scarf.

A superhero discovers their powers for the first time. They accidentally fly, then learn to control their flight, and finally save a cat stuck in a tree.

A young archaeologist unearths ancient ruins. They brush off dirt from artifacts, decode hieroglyphics, and uncover a hidden treasure chest.

A kid builds a fort out of blankets and pillows. They use other materials, construct a massive fort, and then pretend it's their castle.

A medieval princess tries to sneak out of the castle. She outsmarts the guards, hides behind tapestries, and finally escapes to the forest.

A fisherman goes out to sea to catch a legendary fish. They battle stormy weather, struggle with the fishing line, and triumphantly catch the fish.

A young scientist invents a new kind of robot. They assemble parts, deal with a short circuit, and finally succeed in making the robot work.

A baker tries to invent a new recipe. Ingredients fly everywhere as they experiment, and finally, they create the most delicious cookies.

Rubric

How did you do on the assignment?

Criteria	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Clarity of Gestures	Gestures are unclear and difficult to interpret.	Gestures are somewhat clear but occasionally confusing.	Gestures are mostly clear and understandable.	Gestures are very clear and easily interpreted.
Exaggeration	Movements and expressions are not exaggerated enough.	Some movements and expressions are exaggerated, but inconsistently.	Movements and expressions are well-exaggerated, enhancing understanding.	Movements and expressions are highly exaggerated, vividly conveying the story.
Flow of Narrative	Story lacks a coherent sequence of events.	Story has some coherence but contains gaps or awkward transitions.	Story has a clear sequence with good transitions.	Story is compelling and clearly structured with excellent transitions.
Engagement with Audience	Rarely engages with the audience.	Sometimes engages with the audience but lacks consistency.	Frequently engages with the audience and uses the space effectively.	Consistently engages with the audience, expertly using the space.
Creativity	Limited creativity in the use of movements and expressions.	Shows some creativity but doesn't greatly enhance the story.	Uses creative movements and expressions to enhance the story.	Exceptionally creative, making the story highly engaging and memorable.

Teacher Comments – What Did They Do Well?

Mark

Student Comments – What Could You Do Better?